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ABSTRACT

The Pre-School Stress Relief Project (PSSRP) is a primary mental health and substance abuse prevention project developed to provide training, consultation and educational resources in stress management. The Project's goal is to enable teachers to instruct high risk pre-schoolers in developing positive coping skills for stress reduction in their lives by learning coping skills early. Although the project is aimed at high risk children, the program can be used to teach all young children positive coping skills for dealing with changes in their lives. The curriculum is divided into six lessons: (1) I am a good person; (2) feelings and you; (3) your body changes with stress; (4) good ways to get anger out; (5) deep breathing and relaxation; and (6) Yoga exercises. The format of each lesson is as follows: (1) topic; (2) general objective; (3) behavioral objective; (4) suggested time period; (5) materials needed; (6) equipment needed; (7) key words/glossary; (8) procedure; (9) video questions and answers; (10) suggested activities; and (11) resources. The lessons are followed by a section on resources which includes: follow-up activities; a bibliography on children and stress; albums and tapes; and children's prevention programs. (JD)

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ED315409

FEELINGS
BODY CHANGES AND STRESS

A Curriculum For Pre-Schoolers on Stress Education

SP032005

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SPECIAL DEDICATION

This Curriculum is dedicated to all the beautiful young girls and boys in the universe with hopes of helping them learn how to positively and creatively deal with stress or "changes" in their lives.

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CONTENTS

INTRODUCTION..i
HOW TO USE THE CURRICULUM...........................ii
LESSON #1 - I AM A GOOD PERSON......................1
LESSON #2 - FEELINGS AND YOU........................12
LESSON #3 - YOUR BODY CHANGES WITH STRESS...........23
LESSON #4 - GOOD WAYS TO GET ANGER OUT!.............34
LESSON #5 - DEEP BREATHING AND RELAXATION...........46
LESSON #6 - YOGA EXERCISE...........................63

RESOURCES

FOLLOW-UP ACTIVITIES................................74
PARENT LETTER.......................................76
ARTICLE - "OUR CHILDREN AND STRESS".................77
CHILDREN'S BOOK LIST ON FEELINGS, SELF-CONCEPT, ETC.......82
CHILDREN AND STRESS BIBLIOGRAPHY....................84
CHILDREN'S ALBUMS AND TAPES.........................85
CHILDREN'S PREVENTION PROGRAMS......................86
TRAINING INFORMATION AND DESCRIPTIONS OF EDUCATIONAL MATERIALS AND ORDER FORM.......... 88

INTRODUCTION

RATIONALE

How one's body responds to change is called stress. Stress can be positive or negative. It has been known to be "the spice of life" or the motivator needed to accomplish certain tasks. While on the other hand stress is widely associated with life's pressures, tensions and demands causing people to experience bad physical, mental and emotional symptoms.

Stress is no respecter of age, sex nor race. While it is common to think of only adults being affected by stress, children of all ages are greatly affected by stress, as well. When faced with stress some children may turn inward, while others may act out violently. Some researchers have given evidence of young children using alcohol and drugs to escape from the stress in their lives.

In our current day and time of increased rates of children abuse and neglect, suicides, family separations, latchkey and homeless children, substance abuse and violence, children more than ever are in dire need of learning coping skills for stress management. With positive coping skills, children can be taught vital techniques to help reduce stress in their lives.

While stress is inevitable and cannot be eliminated, so it is very important to equip young children with vital coping skills to help them become adequately prepared to handle the stress in their lives efficiently.

PURPOSE

Pre-School Stress Relief Project (PSSRP) is a primary mental health and substance abuse prevention project developed to provide training, consultation and educational resources in stress management for Metropolitan Atlanta Head Start pre-schoolers, parents and teachers. The Project's goal is to enable teachers to instruct high risk pre-schoolers in developing positive coping skills for stress reduction in their lives. By learning coping skills early, children will be more equipped to deal with life's changes in a positive way rather than in a negative way.

Although the PSSRP is aimed at high risk children, the program can be used to teach all young children positive coping skills for dealing with "changes" in their lives.

THE CURRICULUM

The curriculum for pre-schoolers is divided into six lessons on the following topics:

Lesson 1 - I Am A Good Person
Lesson 2 - Feelings And You
Lesson 3 - Your Body Changes With Stress
Lesson 4 - Good Ways To Get Anger Out
Lesson 5 - Deep Breathing And Relaxation
Lesson 6 - Yoga Exercises

The curriculum is designed to be taught within a six week period. It is suggested that teachers integrate the skills learned during this six week period in the daily classroom schedule throughout the school year for maximum effect.

Each lesson is written in a unified form to help teachers deliver a more effective presentation. The format of each curriculum lesson is as follows:

1. Topic
2. General Objective
3. Behavioral Objective
4. Suggested Time Period
5. Materials Needed (worksheet pictures, poster pictures, story book pictures, puppet videos, songs, puppets, Copee stickers, and home activity sheets).
6. Equipment Needed
7. Key Words/Glossary
8. Procedure
9. Video Questions and Answers
10. Suggested Activities
11. Resources

TOPIC - The topic of each lesson is listed at the beginning of the lesson.

GENERAL AND BEHAVIORAL OBJECTIVES - The objectives of the lessons are listed.

a) General Objective - is the overall expected outcome of the lesson.
b) Behavioral Objective - is what the teacher should be able to observe the child do as a result of their participation in the lesson.

SUGGESTED TIME PERIOD - It is recommended that this curriculum be completed in a 6 week period but this suggested time period may vary depending on the ages of the children. It is suggested that the teacher presents the 15-30 minutes lessons on a daily basis with children until all 6 lessons are completed. Suggested activities that are listed may be done at other times during the school day. Each lesson suggests the maximum number of days allotted for lesson completion with pre-schoolers. Teachers should use their judgement on the number of days needed for teaching each lesson.

It is recommended that at least 15 minutes be used to introduce the lesson and another 15 minutes to be used to view the video. However, the teacher should use her discretion in ending or extending the lesson past 15 minutes.

Other suggested activities in each lesson are optional but are listed for possible concept integration with classroom activities.

GROUP SIZE FOR LESSON PRESENTATIONS - Small Groups versus Large Groups - Teacher should use their discretion as to whether to present the curriculum lesson in a large (20) group or small group (5). Depending on your classroom format, the activity level of your pre-schoolers and their educational needs, teacher may present lesson in small or large groups.

PRE-PLANNING - The teacher should pre-plan each lesson so that she is familiar with the content of the lesson. Most importantly, she should have all of the supplemental materials and equipment for the lesson organized and in the same area where the lesson is being taught. Pre-planning is necessary so that the lesson will flow from beginning to end and hold the children's attention spans for the entire period that the lesson is being taught.

MATERIALS NEEDED - All of the materials needed to teach the lessons are in the Pre-School Stress Relief Educational Kit. Descriptions of the materials are listed below:

1. **WORKSHEET PICTURES (W.P.)** - These 8 1/2" X 11" pictures are located at the end of each lesson. Teachers can use the worksheet pictures along with the poster pictures (P.P.) to teach a lesson. Teachers who do not have poster pictures (P.P.) can use the worksheet pictures in their place to instruct the lessons. Some worksheet pictures (W.P.) will also be used as home activity sheets to be sent home with the children. Teachers are instructed to make copies of all materials that will be forwarded home.

2. a) **POSTER PICTURES (P.P.)** - These large colorful 16" X 20" poster pictures should be used to teach each lesson. There is a total of 28 P.P.'s. Twenty-three P.P's are used directly with the lessons. Each P.P. is labeled at the bottom of the picture to show the corresponding lesson that it should be used with.
For example: P.P. 1A
P.P. - stands for poster picture
1- stands for lesson #1
A- stands for the beginning alphabetical sequence, may be followed by B, C, D, etc.
These P.P.'s are spiral bound to help assist the teacher with easy use. The P.P.'s also have a special finish on them so that they can be touched or handled by children without becoming soiled.

b) **GROUP DISCUSSION POSTER PICTURES (G.D.P.P.)** - These pictures assist the teachers with establishing ground rules for group discussion exercises. Teachers should go over these groups discussion rules with the children before the lesson is introduced. It is suggested that the teacher review these group discussion P.P.'s with the children before each lesson. These rules can be used in addition to the class rules already established by the teacher. Teacher may also use these rules for other class activities. The Group Discussion P.P. covers the following rules:
1. Think Together (G.D.P.P. #1)
2. Raise Your Hands (G.D.P.P. #2)
3. Speak Up (G.D.P.P. #3
4. Listen Carefully (G.D.P.P. #4)
5. Don't Monkey Around (G.D.P.P. #5)

3. a) **PUPPET VIDEOS** - There are 6 musical puppet videos, one for each lesson. The videos are clearly labeled with lesson numbers and titles, so that each one can be easily located. The length of each video is indicated in each lesson. Each video consists of a short script and song on the concept of the lesson which is acted out by puppets.

b) **PUPPET VIDEO STORIES** - Each puppet video is written in a story book form for teachers to read to children. These stories are a shorter version of the puppet videos. The stories can be used to substitute the actual puppet videos if the videos are not purchased with the P.S.S.R.P. curriculum kit. Each story is located at the end of each lesson.

4. **SONGS** - For each lesson there is an educational song that serves to reinforce the concepts taught to the children during the lesson. All songs are located on an audio cassette tape and labeled accordingly. A copy of the songs is located at the end of each lesson.

5. COPEE STICKERS - After each lesson has been completed, children should be given a Copee Sticker as positive reinforcement for their participation in the lesson. Each Copee Sticker is color-coded and corresponds with each lesson concept.
   These reinforcers should not be used as a reward nor should they be withheld as a form of punishment. All children who participate in the lesson should receive a sticker as a reinforcement. It is hoped that the Copee Stickers will encourage children to practice and remember what they learned and discuss it with friends and parents.

6. HOME ACTIVITY SHEET - In order to make parents aware of what concepts children are learning about stress management education, home activity sheets are included with every lesson. The teachers may make copies of these sheets and use them in the classroom with children as art work or send them home with pre-schoolers to color or cut out and share with parents. In some lessons the home activity sheets are the same as the worksheet activity. This is noted in that particular lesson.

7. PUPPETS - The education kit of P.S.S.R.P. also includes 5 animal puppets (Copee Bear, Bakari Bird, Ebun Elephant, Montesque Monkey, Octavio Octopus,) and 6 people puppets (2 boys, 2 girls, and 2 adults, male and female). These puppets should be used by the pre-schoolers after viewing the puppet video. Pre-schoolers should be encouraged to use them in their creative and dramatic play.

EQUIPMENT NEEDED - A description of all the mechanical equipment needed to present the lesson is in each lesson. The equipment list generally consists of: a VCR and monitor and an audio cassette player.

KEY WORDS - In the beginning of each lesson there is a list of words that are used in the lesson. It is suggested that the teacher review these words with the students. This will help the pre-schoolers to understand the lesson better.

GLOSSARY - A glossary of all key words and their meanings is listed in each lesson to help assist teachers with lesson presentation.

PROCEDURE - Each lesson includes various procedures to help simplify instructions. Teachers should start with Procedure A and then proceed to B, C, D, etc.

VIDEO QUESTIONS AND ANSWERS - After showing each video there are some suggested questions and answers listed for possible discussion activities. Teachers should use their discretion to determine the number of Questions and Answers to review with children. To help children learn language development teachers are encouraged to have children use complete sentences for responses to questions.

SUGGESTED ACTIVITIES - The Suggested Activities format which consists of Puppet Play, Pre-reading, Art, Science, Manipulative, and Dramatic Play were developed for use with pre-schoolers during the regular classroom day. These are "suggested" activities that will enhance the child's understanding of these newly taught concepts as pre-schoolers use them through the day.

RESOURCES - At the end of each lesson there is a list of suggested books which can be used with the pre-schoolers to further enhance their understanding of each lesson concept.

P.S.S.R.P. STORY/COLORING BOOK - This book can be used as a Story Book or as a Coloring Book with pre-schoolers. The Story/Coloring Book uses children and adult figures to demonstrate the concepts in each lesson. Teachers may use this book during story time or lesson presentation, This book is referred to throughout the curriculum as the P.S.S.R.P. Story Book. Teachers may have children color pictures in this book to reinforce their educational skills. If teacher has only one copy of this book, it is suggested that she have pictures colored before using with the children.

Teacher's Note: Use this page to write any notes or comments about your lesson presentation. This may include lesson changes, suggestions, and other follow-up activities, etc.

LESSON 1

TOPIC:	I AM A GOOD PERSON
GENERAL OBJECTIVE:	To help children feel good about themselves.
BEHAVIORAL OBJECTIVE:	Children will be able to say something good about themselves.
SUGGESTED TIME PERIOD:	1-2 days Note: Teacher has the option of doing the lesson presentation and suggested activities on Day 1 and showing the video on Day 2, or presenting all activities to children on Day 1 depending on the availability of the V.C.R.

MATERIALS NEEDED:

WORKSHEET PICTURES (W.P.): 1A

POSTER PICTURES (P.P.): 1A

PUPPET VIDEO LESSON #1: "I AM A GOOD PERSON" or

PUPPET VIDEO STORY #1: Pages 9-11

P.S.S.R.P. SONG #1 : "I AM A GOOD PERSON"

P.S.S.R.P. STORY BOOK: PAGES 1-3

P.S.S.R.P. PUPPETS

YELLOW COPEE STICKERS

HOME ACTIVITY SHEET: Same as W.P. - 1A for this lesson

EQUIPMENT NEEDED: VCR, Cassette Tape Player

KEY WORDS: Listed under Day 1

GLOSSARY : Listed under Day 1

PROCEDURE

Day 1

Key Words:

GOOD SPECIAL UNIQUE HANDSOME LOVE

PERSON PROUD BEAUTIFUL STRONG GREAT

AWARD TALENTS

Glossary:

UNIQUE - being the only one
TALENT - something that one is good at.

A. Introduction

1. Start by showing children poster picture or worksheet picture 1A - " I AM A GOOD PERSON". Read the statement to the children.

2. Have children say the statement with you.

3. Inform children that today they are going to learn "I AM WORDS". "I AM WORDS" TELL SOMETHING GOOD ABOUT A PERSON.

4. Showing children the following pictures from P.S.S.R.P. story book unit one.

5. Story Book Picture Page 1 - "I AM HAPPY".

   (a) Explain to children that in this picture this boy feels happy when his mother picks him up. Teacher may give children other examples.

   (b) Have children repeat "I AM HAPPY", then next have children tell about a time when they felt happy.

6. Story Book Picture Page 2 - "I AM SPECIAL"

   (a) Have children repeat "I AM SPECIAL"

   (b) Explain to children that in this picture the girl feels special when her mother tells her that she loves her.

(c) Next have children tell about a time when they felt special. Teacher may give children other examples.

7. Story Book Picture Page 3 - "I AM PROUD"

   (a) Have children repeat "I AM PROUD"

   (b) Explain to children that in this picture these children feel proud because they won a race.

   (c) Next have children tell about a time when they felt proud. Teacher may give children other suggestions.

B. Puppet Video #1
Title: "I AM A GOOD PERSON" (11 minutes)
Show puppet video #1 and afterwards have a discussion with children using the questions and answers below.
Note: Teachers may use some or all of these questions for discussion, depending on the age group of the children.

Discussion Questions And Answers For Video #1

1. Was Jacomo happy or sad about his best friend winning an award?
   Answer: Tacomo was sad.

2. What kind of things (or talents) could Tacomo do?
   Answer: Tacomo could sing, draw and write poetry.

3. Was Jacomo proud of him talents?
   Answer: No, Jacomo was not proud of him talents.

4. What nice thing did Copee Bear tell Jacomo?
   Answer: Copee Bear told him that he loved him.

5. What did Copee Bear ask Jacomo to do?
   Answer: He asked him to enter a contest.

6. Did Jacomo want to enter the contest at first?
   Answer: No, Jacomo didn't want to enter the contest at first.

7. What did Jacomo dream about?
   Answer: Jacomo dreamt about 3 flowers.

8. What did the flowers say?
   Answer: The flowers said that Jacomo had great powers inside him.
   They made "I AM WORDS' such as I AM A GOOD PERSON, I TRY HARD, I AM GREAT, I AM THE BEST!

9. What made Jacomo change his mind and enter the contest?
   Answer: The dream about the flowers and all the beautiful things that were said made Jacomo change his mind.

10. Who won the contest?
    Answer: Jacomo won the contest.

11. What was Jacomo's poem about?
    Answer: Jacomo's poem was about being the best that one could be.

C. SUGGESTED ACTIVITIES FOR OLDER CHILDREN

Teacher's Notation - We must encourage children to feel better about themselves and develop healthy self concepts. All children may not feel beautiful or handsome because of possible negative ethnic remarks made to them by others. We want to instill in all children that they are beautiful or handsome. Be aware of minority children who may not feel beautiful or handsome because of their skin color, nose size or hair texture. Dispel these false beliefs as much as possible and instill in children pride and dignity of their ethnic heritage. Allow time to discuss false beliefs about negative physical characteristics such as big lips, dark skins, etc.
An excellent resource book that helps instill racial pride is "Colors Around Me" by Vivian Church. Read this book to the children and encourage group discussion afterwards.

1. List these "I AM WORDS" and have children repeat. Encourage children to use facial and body expressions.
   Discuss the meanings with them.

   I AM SMART
   I AM KIND
   I AM HANDSOME
   I AM THE BEST
   I AM COOPERATIVE
   I AM STRONG
   I AM HEALTHY
   I AM BEAUTIFUL
   I AM LOVE
   I AM HELPFUL

2. Have children make up their own positive "I AM WORDS".

3. Write down "I AM WORDS" on a piece of paper and have children wear "I AM WORDS".

D. **SUGGESTED ACTIVITY FOR ALL CHILDREN**

1. Puppet Play: Use puppet with children to act out "I AM WORDS" in puppet play.

2. Pre-reading: Listening Station, Song #1 on audio cassette - "I AM A GOOD PERSON".

3. Art: Draw self portrait and color or paint.

4. Science: Trace children's bodies on butcher paper.

5. Manipulate: (a) Cut or tear out a picture of something they like to do.
   (b) Using the dressing board have children snap, zip, button, etc.

6. Dramatic Play: Encourage children to use "I AM WORDS" in dramatic play.

7. Pre-lunch: Sing song (song words are listed at the end of this lesson.

8. Post-lunch: Read resource story.

E. **SUGGESTED ACTIVITY FOR CLASSROOM**

Teachers are encouraged to make a poster or bulletin board of "I AM WORDS".
Have children repeat these words several times during the day.
Teachers should refer to this list and remind children of their great potential.
For example: If a child is fighting, after the appropriate discipline methods are used, have the child repeat any of the following I AM WORDS:
1. I AM A PEACEMAKER
2. I AM IN CONTROL OF MY HANDS OR I CAN KEEP MY HANDS TO MYSELF.
3. I AM LOVING OR I AM KIND

F. **COPEE STICKERS**

Upon completion of lesson, give children a yellow Copee Sticker for their participation in lesson 1.

G. **RESOURCES**

The Little Engine That Could by Watty Piper.
Colors Around Me by Vivian Church.

POEM

A copy of Jacomo's poem is included on the next page from #1 video.

H. **HOME ACTIVITY SHEET**

Allow children to take home a copy of Home Sheets 1A (same as W.P. and 1A) to color or cut out and discuss with parents. This sheet is located at the end of this lesson.

SONG #1

I AM A GOOD PERSON

I AM A GOOD PERSON
I UNDERSTAND
I AM A GOOD PERSON
I KNOW I AM

WELL, JUST REMEMBER IN ALL YOU DO
NO ONE ELSE IS BETTER THAN YOU
YOU ARE GOOD IN EVERY WAY
AND REMIND YOURSELF EVERYDAY

I AM A GOOD PERSON
I UNDERSTAND
I AM A GOOD PERSON
I KNOW I AM (2 TIMES)

NOW, ALWAYS THINK OF YOURSELF
JUST AS SPECIAL AS ANYONE ELSE
YES, YOU'RE AS GOOD IN EVERY WAY
AND REMIND YOURSELF EVERYDAY

I AM A GOOD PERSON
I UNDERSTAND
I AM A GOOD PERSON
I KNOW I AM (3 TIMES)

RESOURCE: POEM FROM PUPPET VIDEO #1

JACOMO'S POEM...I AM

I WILL LIVE FOR LIFE STRIVING TO BE AND DO MY BEST
I AM LOVING
I AM COURTEOUS AND I AM KIND

I BRING PEACE TO MY MOTHER'S MIND - SO THAT SHE KNOWS
I AM FINE
BECAUSE I AM STRONG ENOUGH TO DO WHATEVER NEEDS TO BE
DONE AND GENTLE ENOUGH NOT TO CAUSE ANY HARM

I WILL LIVE FOR LIFE DOING THAT WHICH MAKES OTHERS FEEL
NICE
I AM CARING
I AM THOUGHTFUL
I ALWAYS WANT TO DO WHAT IS RIGHT
I BRING JOY TO MY FATHER'S HEART BECAUSE I ALWAYS DO MY
PART TO KEEP THE FAMILY SHINING BRIGHT

I WILL LIVE FOR LIFE LEARNING FROM THE EXAMPLES OF
OTHERS
I AM WISE
I AM GOOD AND
I KNOW WHAT THINGS I SHOULD NOT DO
I BRING HAPPINESS TO MY SISTERS AND BROTHERS
I DO ALL I CAN DO TO STAY OUT OF TROUBLE AND GIVE THEM
A HAND

I WILL LIVE FOR LIFE WORKING TO BRING COMFORT TO THE
EARTH, THE ANIMALS AND PEOPLE IN NEED
I AM A PART OF EVERYONE AND EVERYTHING
I AM PEACEFUL AND
I AM SKILLED IN DOING THAT WHICH IS THE CREATOR'S WILL
BRINGING LOVE AND PEACE AND JOY WITH MY LIFE -
BEING ALL I AM AS A CHILD OF LIGHT.

I AM I AM I AM

STORY FROM PUPPET VIDEO #1: I AM A GOOD PERSON

Copee Bear's friend Jacomo was sitting by himself. He was not very happy. Jacomo's friend Tanando had just won an award in a race they had at school. Jacomo wasn't happy because he wanted to win an award. He felt that he never got to win anything, and Tanando always won everything.

Copee told Jacomo that he shouldn't be angry that his best friend was blessed with many talents. He, Jacomo had a lot of talents too. Jacomo said that maybe he could do certain things, but nobody ever gave him any awards for the things that he did.

Copee said, "Just because you haven't won any awards doesn't mean that you are not good at certain things. As a matter of fact, not only are you good at singing, writing poetry, and drawing pictures, you are very good at being wonderful".

Jacomo still did not think that other people thought he was good or wonderful. Copee told Jacomo that just because people were giving a lot of attention to Tanando didn't mean that Jacomo was not important, too.

Jacomo was still unhappy. He never won anything.

> "Why don't you enter the poetry contest at school?", Copee asked.

Jacomo said he didn't want to enter any dumb old contest. Besides, why should he? He wasn't good at anything.

Copee thought Jacomo was good at being silly just then. He told Jacomo that he and his friend Tanando were really just the same inside and everyone is good at something.

"You know, people are a lot like flowers," said Copee Bear. "All flowers have special blooms, but they show their blooms at different times. Some flowers show off their pretty blooms in the spring, and some show them off in summer. Then, still other flowers wait until fall and winter to bloom. So, just like flowers show their blooms at different times, people show their special talents at different times."

Then Copee said, "Why don't you enter the contest? Your writing talent might bloom. You could win an award."

Jacomo thought about it. Copee left the contest entry form for Jacomo to look at. Maybe he would change his mind and enter the contest. Copee gave Jacomo a big hug and told him he was a good person and that he loved him, not for what he could do but just for who he was - Jacomo.

Jacomo felt very tired. He spread his blanket on the floor and laid down for a nap. Jacomo stretched his arms and said,

> "I wonder what Copee meant about the flowers?"

Then Jacomo went to sleep. When he went to sleep he dreamt about flowers, and the flowers talked! One blue flower said that if you wanted to do anything good you must believe in yourself. In his dream, Jacomo asked the flower what that meant. The pretty blue flower said,

> "You should tell yourself over and over again that you are a good person, a strong person, a smart person, a great person!"

A pretty yellow flower said,

> "You are part of the world and there is no one else like you. You are special!"

Jacomo smiled in his dream. Then he told himself that the flowers were right. He was a good person, and a smart person, and a strong person. He, Jacomo was wonderful!"

Jacomo woke up with a smile on his face. He sat up on his blanket and said out loud:

> "I AM A GOOD PERSON!"

Then he picked up the contest entry form and filled it out. He was going to enter his poem in the contest!

Several days later Copee, Jacomo and Tanando were all sitting in the classroom at school. All the other kids were there, too. Octavia Octopus stood up in the front of the room. She cleared her throat and put on her glasses.

> "The winner of our poetry contest is..."

Octavia looked up and smiled at all the boys and girls. Jacomo twisted in his seat. He was sooo nervous. Octavia cleared her throat again and looked at the paper and said,

"The winner is.....Jacomo!"

Jacomo was so happy he jumped up in his chair. Octavia Octopus handed Jacomo his award and gave him a big hug. Then Copee gave Jacomo a big hug. Then Tanando gave Jacomo a big hug. Tanando was proud of his friend Jacomo.

Jacomo stood in front of the class and read his poem to everybody. His poem was all about life and living and being loving to his family and friends. It was a beautiful poem, it talked about being caring, and thoughtful, and doing what was right. It was also about being a wonderful part of the wonderful world.

Jacomo felt very good about winning the contest. He also felt very good about himself. He was happy he dreamed about the flowers. Now he knew that everyone was special, and that everyone should say good things about themselves to themselves.

All of you boys and girls who are listening to this story are Good, Special, and Wonderful too!

THE END

I AM A GOOD PERSON

TEACHERS' NOTES

LESSON 2

TOPIC: FEELINGS AND YOU

GENERAL OBJECTIVE: Recognizing and understanding 4 different feelings; sad, scared, mad, and happy.

BEHAVIORAL OBJECTIVE: The children will be able to role play or imitate the 4 feelings; sad, scared, mad, and happy.

SUGGESTED TIME PERIOD: 2-5 days.
Note: This lesson is written for 3 year olds who may need 5 days to complete, however, 4 and 5 year old children may be able to complete this lesson in a shorter time period.

MATERIALS NEEDED:

WORKSHEET PICTURES (W.P.): 2A, 2B, 2C, 2D, 2E

POSTER PICTURES (P.P.): 2A, 2B, 2C, 2D, 2E

PUPPET VIDEO #2: "Feelings And You" or

PUPPET VIDEO STORY #2: Pages 20-22

P.S.S.R.P. SONG #2: "Feelings Are Okay"

P.S.S.R.P. STORY BOOK: Pages 4-8

P.S.S.R.P. PUPPETS

PINK COPEE STICKERS

HOME ACTIVITY SHEETS: Same as W.P. - 2A, 2B, 2C, 2D, 2E

EQUIPMENT NEEDED: VCR, Cassette Tape Player

KEY WORDS: Listed under each day's lesson

GLOSSARY: Listed under each day's lesson

PROCEDURE

Day 1

Key Words:

FEELINGS, SAD

Glossary:

SAD IS A FEELING

A. Introduction

1. Start by informing children that this week's lesson is on feelings. Teacher should name the four feelings: SAD, SCARED, MAD, AND HAPPY, that will be introduced this week. Then proceed with directions for today's lesson.
2. Introduce the feeling picture 2A - "SAD" and have children repeat the word "SAD".
3. Teacher should make a sad face for the children to see.
4. Next, have children make sad faces and touch their faces.
5. Hold up picture of sad face and say: "This is a picture of a sad face that you may feel when you don't have anyone to play with or when you can't go outside and play".
6. Ask the children if they have ever felt sad before and have children share some examples.

B. SUGGESTED ACTIVITIES

Note: Substitute the appropriate feeling word for each activity.

1. Puppet Play: Use puppets with children to act out "Feeling Words" in puppet play.

2. Pre-reading: Listening Station Song #2 on "Feelings Are Okay".
3. Art: Make string puppet of a sad face.
4. Science: Have children mold clay into feelings faces, then have them identify the feeling face they are imitating.
5. Manipulative: Cut or tear out sad faces from old magazines.
6. Dramatic Play: Encourage children to use "Feeling Words" in dramatic play.
7. Pre-lunch: Read a story on Feelings.
8. Post-lunch: Sing the song "Feelings Are Okay".

DAY 2

Key Word:

SCARED

Glossary:

SCARED IS A FEELING

A. Introduction

1. Introduce the feeling picture 2B - "SCARED" and have children repeat the word, "SCARED".
2. Teacher should make a scared face for the children to see.
3. Next, have children make their own scared face and touch their faces.
4. Hold up picture of scared face and say: "This is a picture of a feeling that you may have when someone turns out the light.
5. Ask the children if they have ever felt scared before and have children share some examples.

B. SUGGESTED ACTIVITIES

Note: See suggested activities under day 1.

DAY 3

Key Word:

MAD

Glossary:

MAD IS A FEELING

A. Introduction

1. Introduce the feeling picture 2C - "MAD" and have children repeat the word "MAD".
2. Teacher should make a mad face for the children to see.
3. Next, have children to make their own mad face and touch their faces.
4. Hold up picture of mad face and say: "This is a picture of a feeling that you may have when someone breaks your toy or hits you".
5. Ask the children if they have ever felt mad before and have children share some examples.

B. SUGGESTED ACTIVITIES

Note: See suggested activities under day 1 and substitute the appropriate feeling word for each day.

DAY 4

Key Word:

HAPPY

Glossary:

HAPPY IS A FEELING

A. Introduction

1. Introduce the feeling picture 2D "HAPPY" and have children repeat the word "HAPPY".
2. Teacher should make a happy face for the children to see.
3. Next, have children make their own happy face and touch their faces.
4. Hold up picture of "HAPPY" face and say: "This is a picture of a feeling that you may have when you are having a birthday party or when someone gives you a gift".
5. Ask the children if they have ever felt "HAPPY" before and have children share some examples.

B. SUGGESTED ACTIVITIES

Note: See suggested activities under day 1

DAY 5

Key Words:

SAD SCARED MAD HAPPY

A. Introduction

1. Review all four feelings with the children by holding up W.P. or P.P. - 2A, 2B, 2C, 2D, and have children name each picture.
2. Ask children if they have ever felt SAD, SCARED, MAD, and HAPPY. Have some of the children share examples.
3. Have some of the children share why they felt SAD, SCARED, MAD, and HAPPY.

B. **Puppet Video #2A**
Title: "Feelings Are Okay" (12 minutes)
Show Puppet Video #2A and afterwards have a discussion with children using the questions and answers below. Note: Teachers may have some or all of these questions for discussion, depending on the age group of the children.

Discussion Questions And Answers For Video #2

1. **What kind of feeling did Tony have?**
   Answer: Tony had a mad feeling.

2. **What kind of feeling did Aisha have?**
   Answer: Aisha had a sad feeling.

3. **What kind of feeling did Omar have?**
   Answer: Omar had a scared feeling.

4. **What kind of feeling did Kim have?**
   Answer: Kim had a happy feeling.

5. **Why was Tony mad?**
   Answer: Tony was mad because someone broke his toy.

6. **Why was Aisha sad?**
   Answer: Aisha was sad because she had nobody to play with.

7. **Why was Omar scared?**
   Answer: Omar was scared because his parents wanted to carry him to the dentist.

8. **Why was Kim happy?**
   Answer: Kim was happy because she was having a birthday party.

9. **Does everyone have feelings?**
   Answer: Yes.

10. **Is it okay to have feelings?**
    Answer: Yes.

11. **What do feelings help us do?**
    Answer: Feelings help us talk about what's going on with us.

C. REINFORCERS

Upon completion of this lesson give children Pink Copee Bear Stickers for their participation in lesson 2.

D. RESOURCES

Books: Feelings Alphabet by Judy Lalli
I Have Feelings Too by Terry Berger

E. HOME ACTIVITY SHEET

Teacher choose one worksheet to be used as home activity sheet and allow children to take home copy to color or cut out and discuss with parents.

SONG # 2A

"FEELINGS ARE OKAY"

TONY IS MAD
SOMEONE'S BROKEN HIS TOY
HE DOESN'T KNOW WHAT TO DO
YES, TONY IS MAD
CAN YOU TELL?
HAVE YOU EVER FELT THAT WAY, TOO?
IT'S OKAY TO FEEL THAT WAY, TOO.

AISHA IS SAD
SHE'S ALL ALONE
SHE DOESN'T KNOW WHAT TO DO
AISHA IS SAD
CAN YOU TELL?
HAVE YOU EVER FELT THAT WAY, TOO?
IT'S OKAY TO FEEL THAT WAY, TOO

OMAR IS SCARED OF THE DENTIST
HE DOESN'T KNOW WHAT TO DO
OMAR IS SCARED
CAN YOU TELL?
HAVE YOU EVER FELT THAT WAY, TOO?
IT'S OKAY TO FEEL THAT WAY, TOO

KIM IS HAPPY
SHE'S HAVING A PARTY
SHE'S GOT SO MUCH TO DO
YES, KIM IS HAPPY
CAN YOU TELL?
HAVE YOU EVER FELT THAT WAY, TOO?
IT'S OKAY TO FEEL THAT WAY, TOO

HAPPY AND SAD (2 TIMES)
SCARED AND MAD
HAVE YOU EVER FELT THAT WAY, TOO?
IT'S OKAY TO FEEL THAT WAY, TOO

STORY FROM PUPPET VIDEO #2: FEELINGS AND YOU

Copee Bear had four friends that were feeling four different ways.

Copee's friend Tony walked into Copee's room and crossed his arms in front of his body. His face was all wrinkled up in a frown. And his hands were balled up in tight fists. Tony looked at Copee and said,

> "You know what? My friend was playing with my favorite toy and he broke it!"

Copee was sorry to hear that Tony's favorite toy was broken. Can you guess how Tony was feeling? Tony was mad. Yes, he was very mad.

Copee wanted to talk to Tony about his mad feelings, but just then Aisha walked in. She was rubbing her eyes and crying. Her eyes were all puffy and red.

> "What's wrong, Aisha?" Copee asked.

Aisha's lip trembled and she said,

> "No one will play with me! I don't have anyone to play with!"

Aisha started crying again. Can you guess how Aisha was feeling? She was sad. Copee put his arm around her and said,

> "Don't cry, Aisha..."

But Aisha just cried more. Before Copee could say something else to Aisha, Copee's other friend Omar ran into the room and hid behind Copee. Aisha walked away to the window. Copee looked at Omar. Omar was shaking, his heart was beating real fast and he was biting his nails.

> "What's wrong, Omar?" said Copee.

> "My parents want to take me to the dentist! I don't want to go! The dentist might hurt me!"

Copee patted Omar on the back.

> "Now Omar, I have felt like that, too. But when I went to the dentist, she was very nice to me. She showed me how to brush my teeth and she even gave me a new toothbrush!"

Omar still didn't stop shaking and biting his nails. He didn't believe Copee. Omar was scared. He told Copee he didn't believe him and then he ran and hid.

Copee's friends were feeling mad, sad, and scared. Copee scratched his head. He wanted to talk to them about their feelings. Just then Kim skipped into the room. She skipped right over to Copee and started hopping up and down on one foot, then another. She was breathing fast and smiling a lot. Her heart was beating fast, too. She said,

> "Hi Copee! Guess what? I'm having a birthday party! There's going to be cake and balloons and ice cream and my Mom's going to buy me a new bike and I'm so excited!"

Kim skipped around the room singing 'Happy birthday'. Everybody could guess how Kim was feeling. Kim was happy.

Each of Copee Bear's friends was feeling something different.

Tony was mad.

Aisha was sad.

Omar was scared.

Kim was happy.

All of them had different changes happening in their bodies. Everyone has feelings. Sometimes you can feel happy like Kim, or scared like Omar. You can also feel sad like Aisha or mad like Tony. It's okay to have these feelings. Copee Bear decided he wanted to tell his friends that, too. So, he called them all together and said,

> "We're all feeling different ways today. I want all of you to know that all kinds of feelings are okay to have. Feelings help us understand what's going on with us."

"Really?" said Tony.

"Really?" said Aisha.

"Yes, really," said Copee.

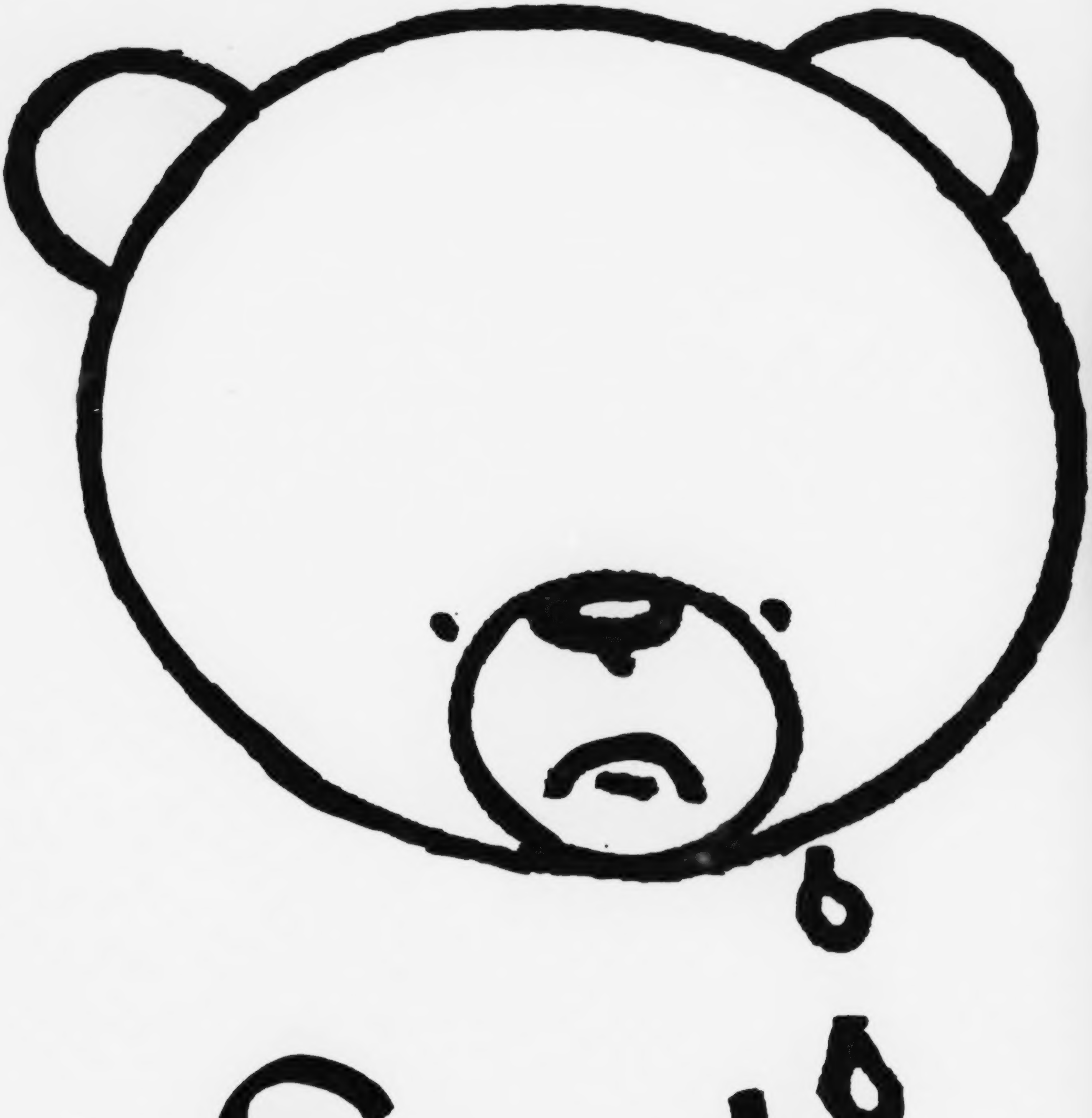
"Are all kinds of feelings okay to have?", asked Omar.

"Yes. All kinds of feelings are okay to have," said Copee.

"Good!" said Kim. "Cause I'm happy!"

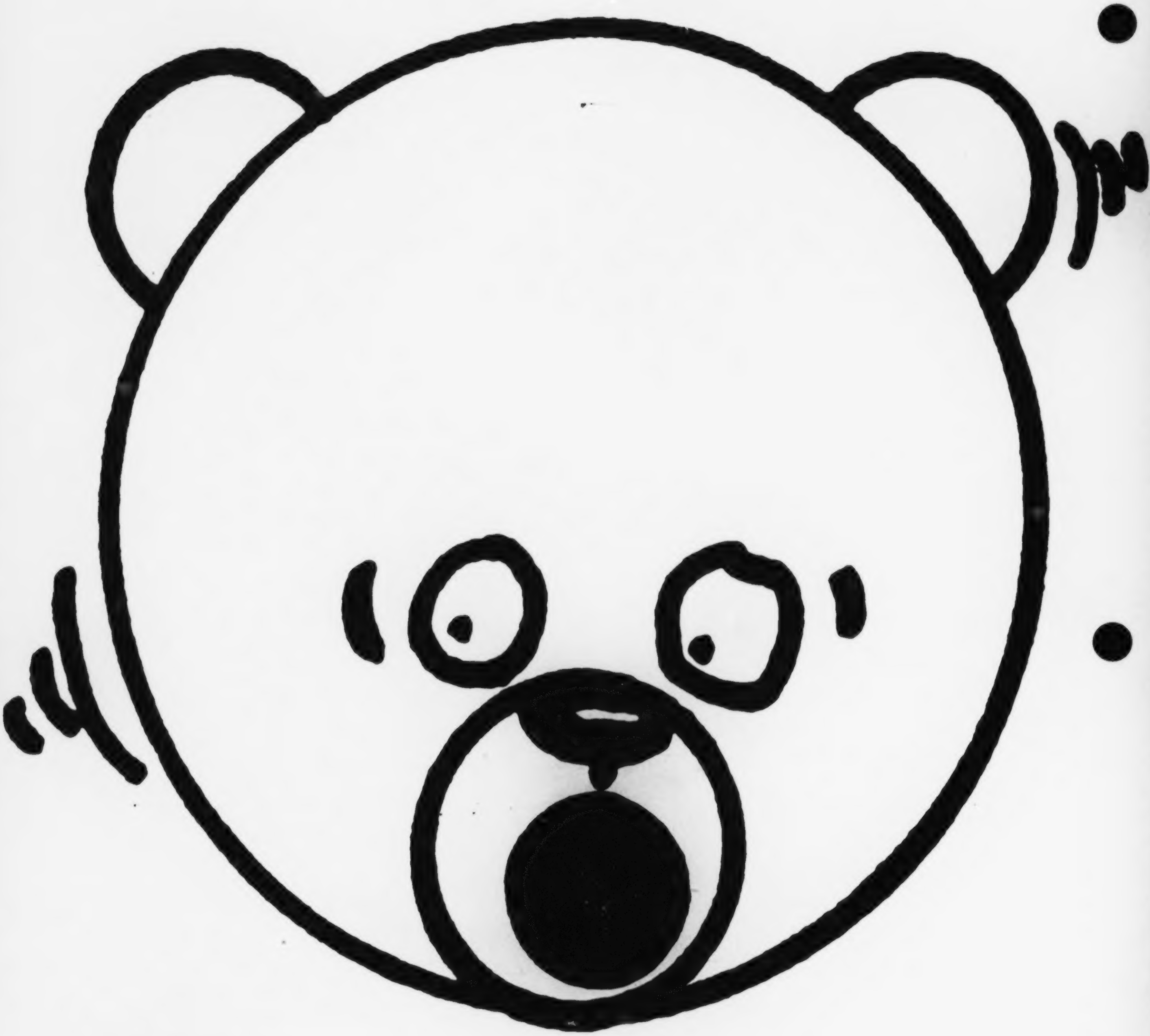
Copee's friends learned that all kinds of feelings are okay to have. They were glad that they had learned that. It helped them to feel better, too.

THE END



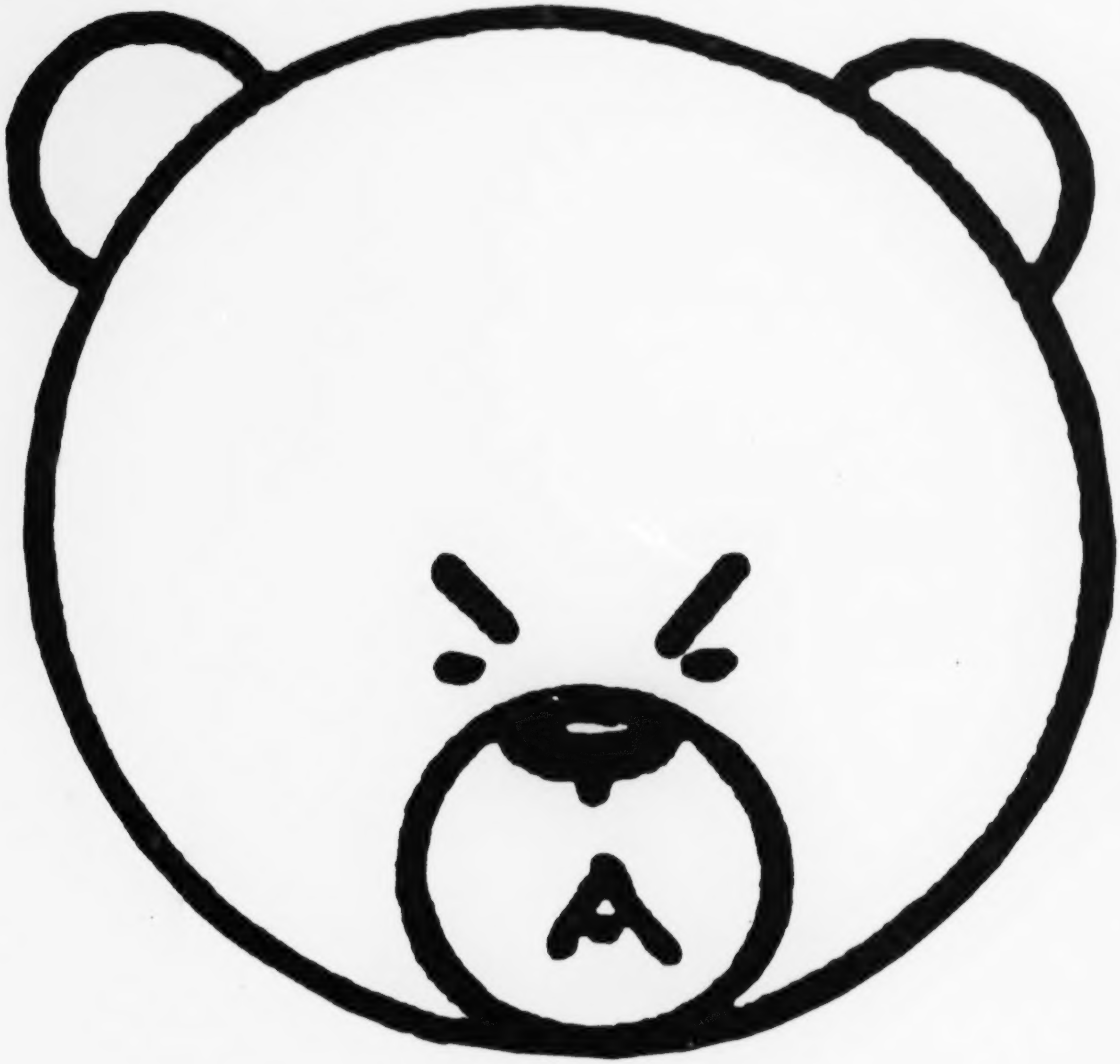
Sad

WP-2A



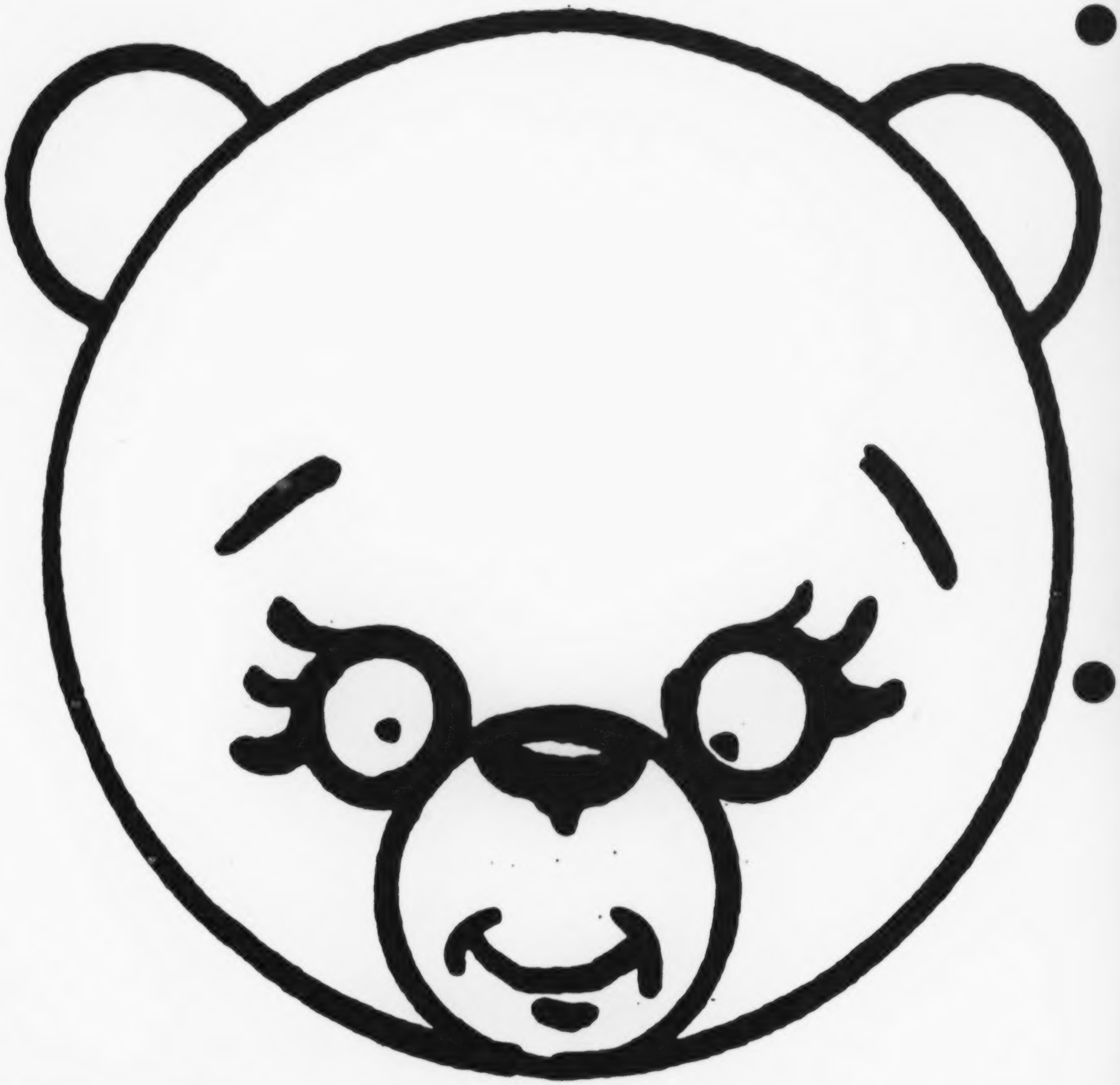
Scared

WP-2B

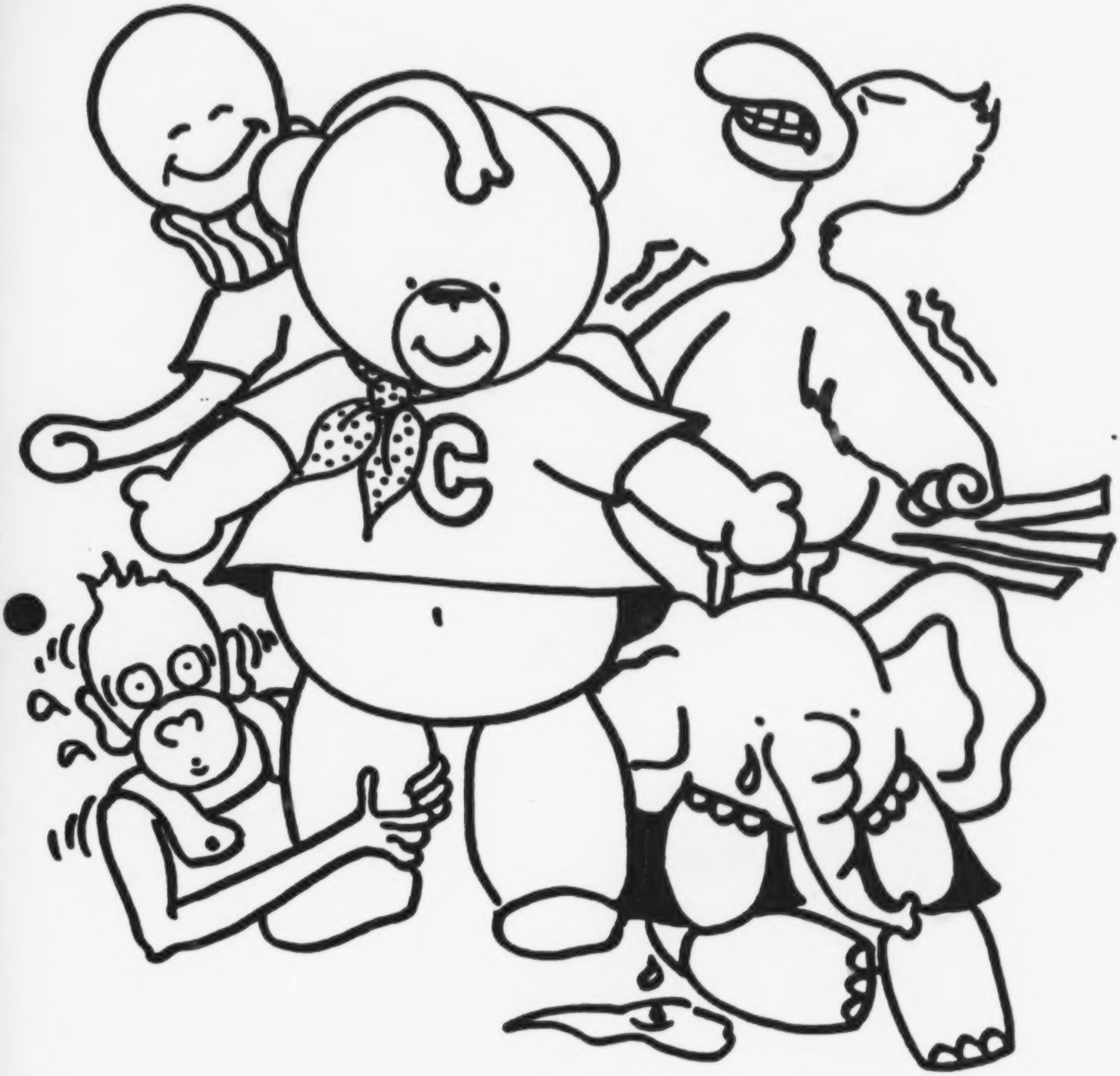


Mad

WP-2C



Happy.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TEACHERS' NOTES

LESSON 3

TOPIC: YOUR BODY CHANGES WITH STRESS

GENERAL OBJECTIVE: To recognize how feelings cause changes in the body.

BEHAVIORAL OBJECTIVE: The children will be able to name and demonstrate a body change.

SUGGESTED TIME PERIOD: 1-2 days

MATERIALS/NEEDED:

WORKSHEET PICTURES: For review please use 2A - 2D from lesson 2
3A, 3B, 3C, 3D

POSTER PICTURES: 3A, 3B, 3C, 3D

PUPPET VIDEO #3: "Your Body Changes With Stress" or

PUPPET VIDEO STORY #3: Pages 32-33

P.S.S.R.P. SONG #3A - "Your Body Changes With Stress"
#3B - "There's Good Stress And There's Bad Stress"

P.S.S.R.P. STORY BOOK: Pages 9-15

P.S.S.R.P. PUPPETS

ORANGE COPEE STICKERS

HOME ACTIVITY SHEETS: Same as W.P. - 3A, 3B, 3C, 3D

EQUIPMENT NEEDED: VCR, Cassette Tape Player

KEY WORDS: Listed under each day's lesson

GLOSSARY: Listed under each day's lesson

PROCEDURE

Day 1

Key Word:

SAD SWOLLEN FROWN STRESS HAPPY

SCARED SHAKE HEARTBEAT SWEAT BODY CHANGES

MAD MUSCLES TENSE FEELINGS

Glossary:

SWOLLEN - puffiness
STRESS - anything that causes a change in your body

A. Introduction

SAD

1. Teacher inform children that today's lesson is on "Your Body Changes With Stress".
2. First teacher reviews the 4 feeling words - 2A - SAD, 2B - SCARED, 2C - MAD, 2D - HAPPY from lesson 2 on feelings, by holding up each picture and have children name each feeling.
3. Next, teacher says, "Feelings cause changes in our bodies". Teacher holds up W.P. or P.P. (3A) - SAD and says: "When you feel sad you might cry and your eyes get red and swollen and you make a frown. This is how your body changes when you feel sad.
4. Teacher should demonstrate the sad feeling for children to see.
5. Next, have children imitate the sad feeling.
6. Allow the children to tell of a time when they felt sad. Encourage the children to tell some of their body changes when they felt sad.

SCARED

1. Teacher holds up W.P. or P.P. (3B) - scared and says, "When you feel scared your body may shake or your heart will beat real fast; sometimes you might sweat and bite your fingernails. This is how your body changes when you feel scared.
2. Teacher should demonstrate the scared feeling for children to see.
3. Next, have children imitate the scared feeling.
4. Allow the children to tell of a time when they felt scared. Encourage children to tell some of their body changes when they felt scared.

MAD

1. Teacher holds up the mad picture (3C) and says, "When you feel mad your body's muscles may get real tight or tense and your face wrinkles up. Sometimes you make a tight fist. This is how your body changes when you feel mad.
2. Teacher should demonstrate the mad feeling for children to see.
3. Next, have children imitate the mad feeling.
4. Allow children to tell of a time when they felt mad. Encourage children to tell some of their body changes when they felt mad.

HAPPY

1. Teacher holds up the W.P. or P.P. - happy, (3D) and says, "When you're happy, you might breathe fast, your eyes get real big and your heart beats fast. And you might jump up and down. This is how your body changes when you feel happy.
2. Teacher should demonstrate the happy feeling for children to see.
3. Next, have children imitate the happy feeling.
4. Allow the children to tell of a time when they felt happy. Encourage children to tell some of their body changes when they felt happy.

5. Review all 4 P.P.'s or W.P.'s of body changes with children.
End lesson by telling children that:
    1. feelings like mad, sad, scared, and happy cause changes in our bodies.
    2. Body changes are called STRESS.
    3. Stress is the change that happens in our bodies when we feel mad, sad, scared, and happy.

Have children repeat, "Body changes are called stress".

B. PUPPET VIDEO #3A
Title: "YOUR BODY CHANGES WITH STRESS" (8 minutes)
Show puppet video #3A and afterwards have a discussion with children using the questions and answers below.
Note: Teacher may use some or all of these questions for discussion, depending on the age group of the children.

Discussion Questions And Answers For Video #3

1. What feeling did Tony have, and why?
Answer: Tony was mad, because......

2. What were Tony's body changes?
Answer: Tony's body changes were; his hands were balled up in a fist, his muscles were real tight, his eye-brows were ruffled, he was shaking a little, and his face was all squeezed up.

3. What feeling did Aisha have, and why?
Answer: Aisha was sad because she had no one to play with.

4. What were Aisha's body changes?
Answer: Aisha's body changes were an upside down smile and tears were coming from her eyes.

5. What feeling did Omar have, and why?
Answer: Omar was scared of going to the dentist.

6. What were Omar's body changes?
Answer: Omar's body changes were: he was shaking and sweating all over his head, and his heart was beating real fast.

7. What feeling did Kim have, and why?
Answer: Kim was happy because she was having a birthday party.

8. What were Kim's body changes?
Answer: Kim's body changes were: she was breathing real fast, her eyes were real big and her heart was beating real fast.

9. What causes changes in our bodies?
Answer: Feelings like mad, sad, scared and happy cause changes in our bodies.

10. What are body changes called?
Answer: Body changes are called STRESS.

11. What is stress?
Answer: Stress is the changes that happen in our bodies when we feel mad, sad, scared and happy.

12. Who can have stress?
Answer: Everybody can have stress, like Mommies and daddies, brothers and sisters, big and little people.

13. What caused Mommy to have stress?
Answer: Mommy broke her favorite necklace.

14. What caused Daddy to have stress?
Answer: Daddy lost his child.

15. Does everyone have feelings?
Answer: Yes.

16. Are feelings okay?
Answer: Yes.

17. What does stress mean?
Answer: Stress means changes in your body.

18. What can cause stress in your body?
Answer: Changes that happen in your body when you feel mad, sad, scared and happy can cause stress in your body.

C. FOLLOW-UP LEARNING ACTIVITIES

1. Other Body Changes:
Teacher may introduce other changes that happen to the body by discussing pictures in the Story/Coloring Book on pages 13-15. Pictures show other body changes that happens when we are sick such as: stomachache, headache, and nightmares/bad dreams.

Teacher should explain to children that these body changes can be called stress, also.
Go over with children that having a stomachache, headache, and nightmare can be called stress too, because these are body changes.
Let children talk about body changes that happened when they were sick.

2. Two Kinds Of Stress - Good And Bad:
   Start by informing children that there are two kinds of stress - good stress and bad stress.
   Using Story/Coloring Book and magazine pictures as a resource, inform children that good stress comes from happy, glad, good, and/or excited feelings. Show picture of winning a race on page 3 and having a party on page 7. These are examples of things that can cause good stress.
   Have children think of some other things that can cause them good stress, for example, going to the circus or zoo.

   Using Story/Coloring Book and magazine pictures as a resource, inform children that bad stress comes from mad, sad, and scared feelings. Show pictures on page 5 being chased by a dog, and page 9 having a toy broken. These are examples of things that can cause bad stress.
   Have children think of some other things that can cause them bad stress for example, having no one to play with.
   Teacher should also have children learn song #3B in P.S.S.R.P. kit called "Good Stress and Bad Stress".

D. SUGGESTED ACTIVITIES

Note: Substitute the appropriate feeling word for each activity.

1. Puppet Play: Use puppets with children to act out each body change, SAD, SCARED, MAD, or HAPPY at the same time that you introduce the body change.

2. Pre-reading: Listening Station Song #3 - "Your Body Changes With Stress".

3. Art: Have children draw self portrait of a feeling: SAD, SCARED, MAD, and HAPPY.

4. Science: Have children mold clay into a body shape and have them identify the body change they are imitating.

5. Manipulative: Have children cut out pictures from old magazines of people whom they feel are showing a body change.

6. Dramatic Play: Encourage children to role play the body changes during dramatic play time.

7. Pre-lunch: Sing the Body Changes Song.

8. Post-lunch: Read story on Body Changes.

D. REINFORCERS

Upon completion of this lesson, give children Orange Copee Stickers for their participation in lesson 3,

E. RESOURCES

Jafta by Hugh Levin
Goggles by Ezra J. Keats
Skates by Ezra J. Keats

F. HOME ACTIVITY SHEET

Teacher choose one worksheet to be used as home activity sheet and allow children to take home copy to color or cut out and discuss with parents.

SONG #3A

YOUR BODY CHANGES WITH STRESS

YOUR BODY CHANGES WITH STRESS
STRESS
HAPPY, SAD, SCARED, AND MAD
YOUR BODY CHANGES WITH STRESS (2 TIMES)

CAN YOU TELL TONY IS MAD
HIS MUSCLES ARE SO TIGHT
AISHA IS SAD - SEE THE TEARS IN HER EYES
YOUR BODY CHANGES WITH STRESS
STRESS
HAPPY, SAD, SCARED AND MAD
YOUR BODY CHANGES WITH STRESS (2 TIMES)

NOW, OMAR IS SCARED. HE'S SHAKING
CAN YOU SEE?
AND KIM IS SO HAPPY
HER EYES ARE AS BIG AS CAN BE

YOUR BODY CHANGES WITH STRESS
STRESS
HAPPY, SAD, SCARED AND MAD
YOUR BODY CHANGES WITH STRESS (3 TIMES)

SONG #3B

THERE IS GOOD STRESS AND THERE IS BAD STRESS

THERE IS GOOD STRESS
THERE IS BAD STRESS
HAPPY AND GLAD STRESS
SCARED AND MAD STRESS

BUT WITH GOOD STRESS
OR WITH BAD STRESS
JUST TAKE A DEEP BREATH
AND YOU'LL BE OKAY

WHAT IS GOOD STRESS?
IT IS GOOD STRESS WHEN
YOU'RE HAPPY
YOU'RE HAVING A PARTY
CAN'T WAIT FOR YOUR FRIENDS
AND YOU'RE EXCITED
YOU'RE GOING TO THE CIRCUS
AND YOU JUST CAN'T WAIT
FOR THE FUN TO BEGIN
THAT'S GOOD STRESS

WHAT IS BAD STRESS
IT IS BAD STRESS
WHEN YOU'RE SAD
JUST LIKE OUR FRIEND
WHO LOST HIS HAT OR
SOMEONE HITS YOU OR
TRIES TO HURT YOU AND
THEY MAKE YOU SO VERY MAD
THAT'S BAD STRESS

NOW, YOU'LL HAVE GOOD STRESS
YOU'LL HAVE BAD STRESS
HAPPY AND GLAD STRESS
SCARED AND MAD STRESS
IT'S OKAY, YES
TO HAVE STRESS
JUST TAKE A DEEP BREATH
AND YOU'LL BE OKAY

JUST TAKE A DEEP BREATH
AND YOU'LL BE OKAY

STORY FROM PUPPET VIDEO #3: YOUR BODY CHANGES WITH STRESS

One day Copee Bear was talking to his friends Tony, Aisha, Omar and Kim. They were all feeling different ways.

Tony was mad. His fists were all balled up, his face had a big mad frown on it and his muscles were tight.

Aisha was sad. Her eyes were all puffy and red because she was crying.

Omar was scared. He was shaking all over, his heart was beating real fast and he was biting his nails.

Kim was happy. She was smiling a lot, her eyes were real big, she was breathing real fast and her heart was beating fast, too.

All of Copee Bear's friends had changes in their bodies because of how they were feeling. These body changes have a name. They are called stress. Yes, that's right, stress. Body changes caused by different feelings are called stress.

Tony had stress. His body changed because he was mad. He was mad because someone broke his favorite toy. His hands balled up into fists and his face was all wrinkled in a frown, too.

Aisha had stress. Her body changed because she was sad. She was sad because her friends wouldn't play with her. Her eyes were all puffy and red because she was crying.

Omar had stress. His body changed because he was scared. He was afraid to go to the dentist. He was shaking all over, his heart was beating real fast and he was biting his nails.

Kim had stress, too. She was happy. She was happy because she was going to have a birthday party. She was smiling a lot, her eyes were real big and she was breathing real fast. Happy people can have stress, too.

Copee Bear told his friends that a lot of other people can have body changes or stress, too. Brothers and sisters can have stress; even Mommies and Daddies can have stress.

Copee's friends wondered how Mommies and Daddies could have stress. He told them that Mommies and Daddies could have mad, sad, scared and happy feelings, too. Mommies could be sad if they broke a favorite necklace. Daddies could be scared if they couldn't find their little boy. Being sad or scared could cause Mommies and Daddies to have body changes.

Copee said that different kinds of feelings can cause your body to change and those changes are called stress.

Tony, Aisha, Omar and Kim all learned a new word - stress. They also learned that everyone can have body changes or stress in their lives.

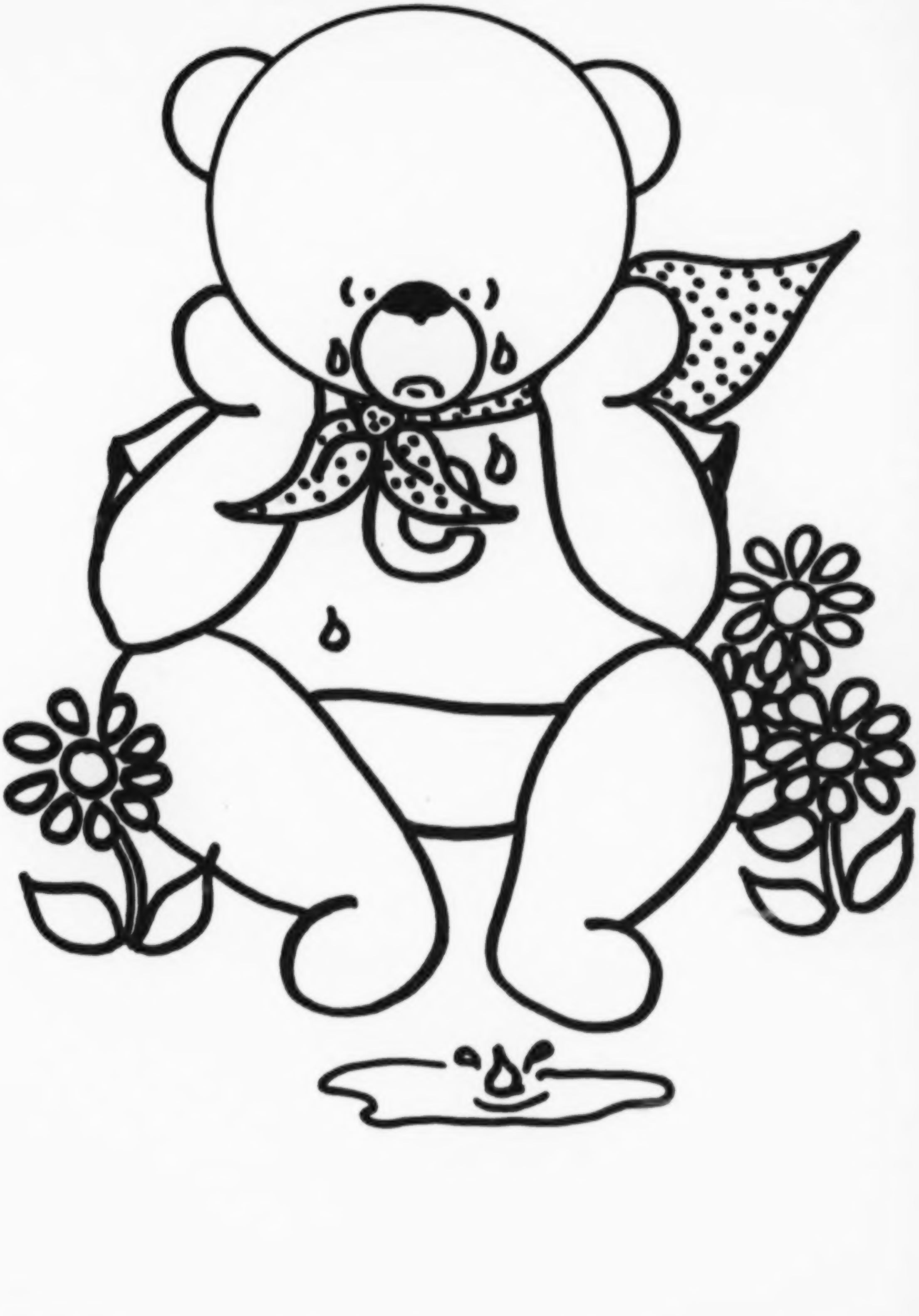
Copee was happy that his friends had learned a new word. They all thanked him for teaching them what stress was.

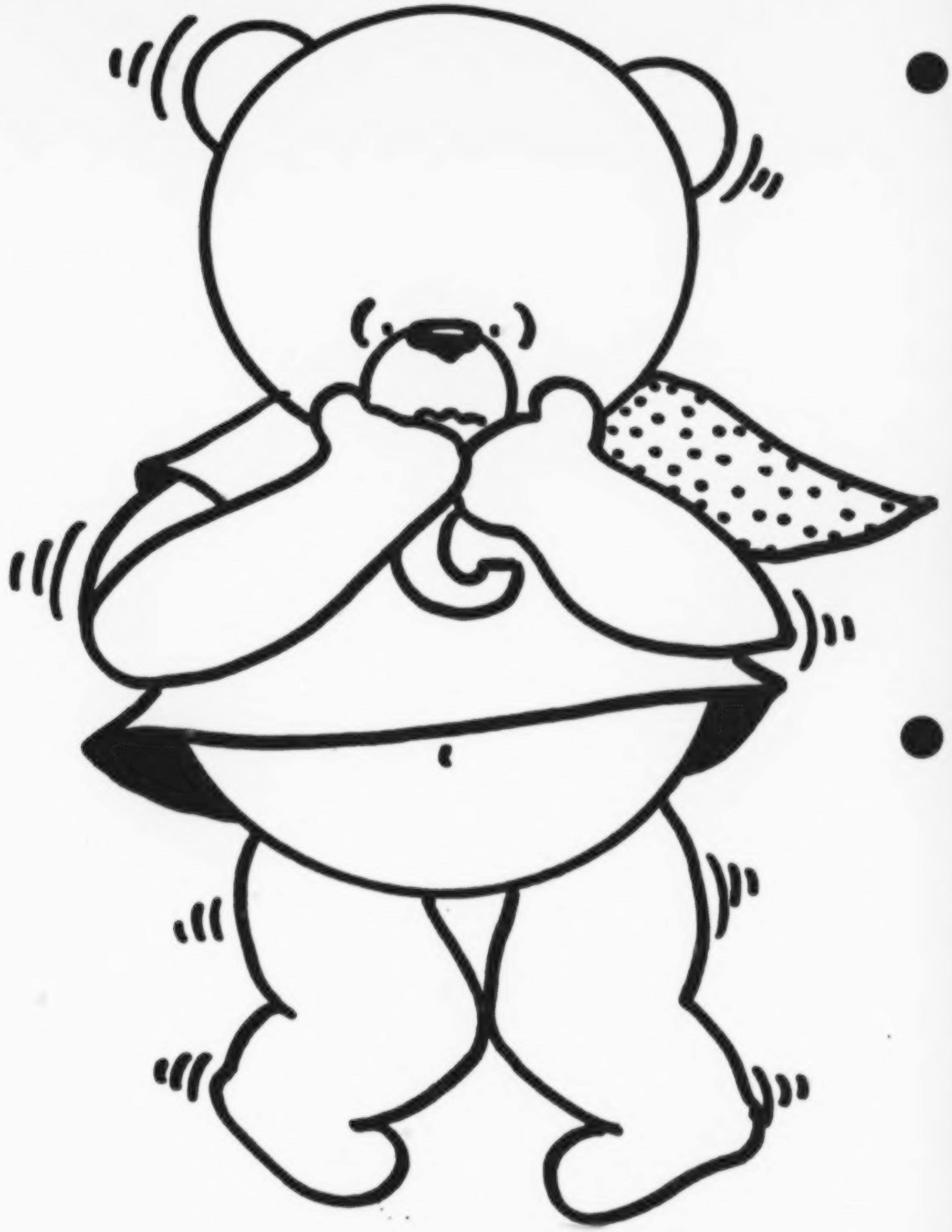
Do you know what stress means?

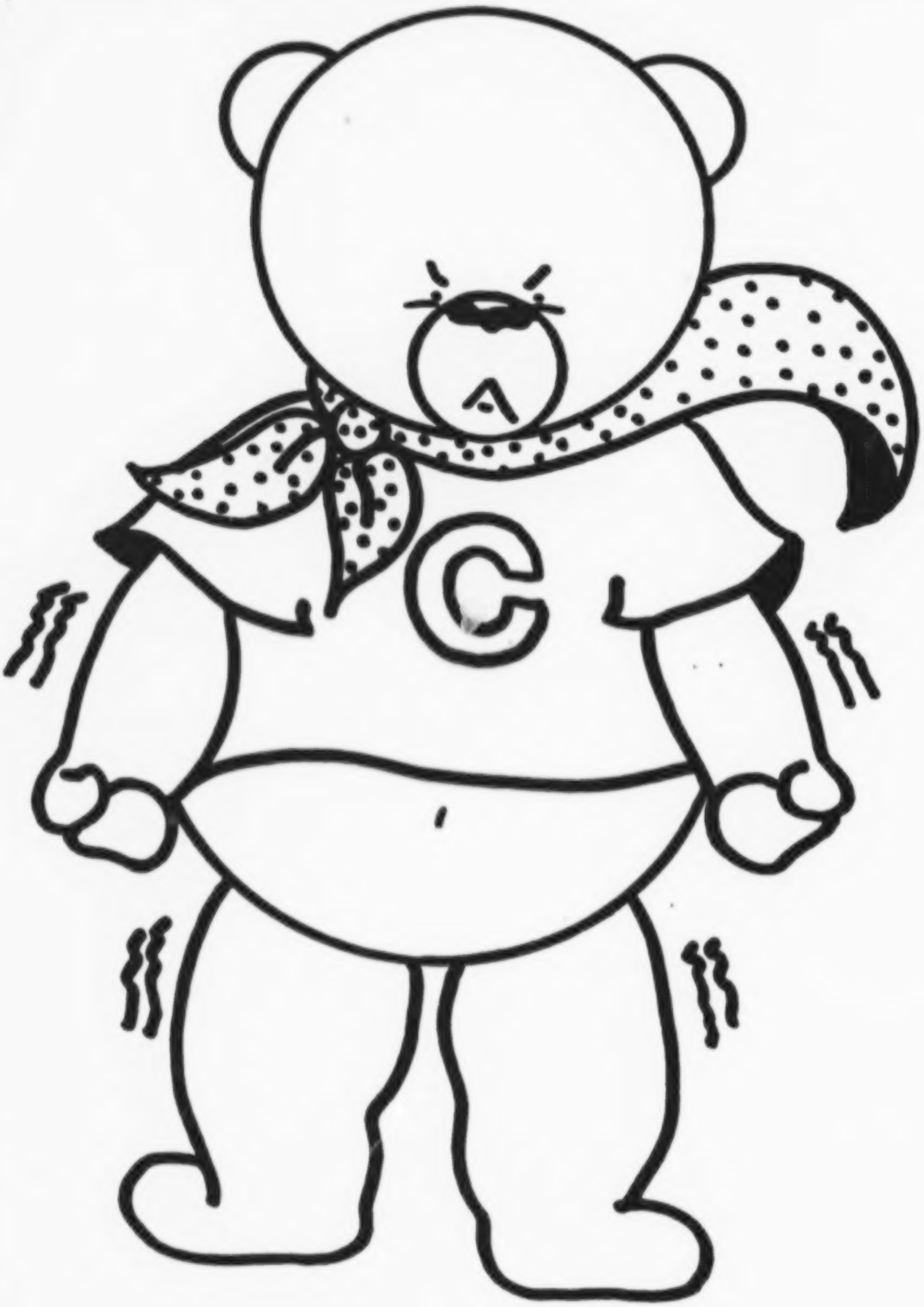
Changes in your body! Stress means changes in your body.

Now you've learned a new word, too!

THE END



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TEACHERS' NOTES

LESSON 4

TOPIC:	**GOOD WAYS TO GET ANGER OUT!**
GENERAL OBJECTIVE:	To demonstrate appropriate ways to express anger.
BEHAVIORAL OBJECTIVE:	The children will demonstrate appropriate ways to express anger.
SUGGESTED TIME PERIOD:	1-2 days. Note: Teachers have the option of doing the lesson presentation and suggested activities on Day 1 and showing the video on Day 2, or presenting all activities to children on Day 1 depending on the availability of the VCR.

MATERIALS NEEDED:

WORKSHEET PICTURE (W.P.): 4B, 4C, 4D, 4E, 4F.

POSTER PICTURE (P.P.): 4A, 4B, 4C, 4D, 4E, 4F.

PUPPET VIDEO LESSON #4: "Good Ways To Get Anger Out" or

PUPPET VIDEO STORY #4: Pages 42-45

P.S.S.R.P. SONG #4: "Say You're Feeling Angry".

P.S.S.R.P. STORY BOOK: Pages 16-19

P.S.S.R.P. PUPPETS

RED COPEE STICKERS

OLD PILLOW, PLAY-DOH OR CLAY, MIRROR, LARGE BROWN BAG, AND COBBLER'S BENCH: These materials are optional but when available could help reinforce the appropriate ways to release anger for children.
Note: Teachers are encouraged to set up an "Anger Center" in the classroom for children to use to express their anger appropriately. Directions for setting up Anger Center are on page 40.

HOME ACTIVITY SHEET: Same as W.P. 4B-4G

EQUIPMENT NEEDED: VCR and an Audio Tape Cassette Player

KEY WORDS: Listed under Day 1

GLOSSARY: Listed under Day 1

PROCEDURE

Day 1

Key Words:

ANGER
ANGRY
GROWLING
STOMPING
COUNTING
PUNCH
PILLOW
TEASING

Glossary:

GROWLING - making a sound.
STOMP - walk heavily, making noise with feet.
TEASE - to bother someone or to say something unkind

A. Introduction

1. Briefly review previous lessons.

2. Inform children that today's lesson is on how to get mad feelings out.

3. Print the word "Angry" on the board or flip chart. Have the children repeat it.

4. Explain to children that angry means mad. Have children make a mad or angry face.
   Use "angry" in a sentence. When someone breaks your toy you can say:
   I am mad with you for breaking my toy!
   or
   I am angry with you for breaking my toy!

5. Inform children that "angry" comes from the word anger. Ask children if they ever felt angry or mad before? Have them tell what they did to get their angry feelings out.

6. Teacher should explain to children that there are right and wrong ways to get angry feelings out of their bodies.
   Wrong ways of getting angry feelings out usually hurts someone, makes them cry or feel bad.

7. Teacher should hold up Poster Picture #4A - "Teasing Someone" and inform children that teasing is a wrong way to get angry feelings out.
   Teasing can hurt a person's feelings and make him/her feel sad or mad.

8. Teacher should go over other wrong or inappropriate ways to get angry feelings out such as:

   HITTING SPITTING

   CURSING THROWING

   For each wrong or inappropriate way cited the teacher should give a specific example of why this method is wrong or inappropriate, for example:

   HITTING - hurts someone
   THROWING - hurts someone
   CURSING - not polite and an unacceptable expression.
   SPITTING - Very mean, unclean and unhealthy.

9. Inform children that now you will give some examples of some right ways of getting anger out.
   Inform children that right ways of getting angry feelings out usually makes you feel good and doesn't hurt anyone. Ask children to think of some right ways to get angry feelings out without hurting anyone.

10. Show poster or worksheet picture #4B - "Talking With Friends". Tell children that Copee Bear is talking with his friends about something or someone that made him angry. Talking problems over with friends, Mom, Dad, and teacher is a good way to get angry feelings out. Ask children to give an example of a time when they talked with parents about something that made them mad. Have children demonstrate this.

11. Show poster or worksheet picture #4C - "Count To Ten". Tell children that Copee Bear is Counting To Ten. This helps angry feelings in the body calm down. It also gives the person time to think of some other things to do, for example, walk away or take a deep breath until he/she has calmed down completely. Have children demonstrate this method.

12. Show poster or worksheet picture #4D - "Hitting a Pillow".
    Tell children that Copee Bear is punching a pillow. It helps to punch or hit something in order to help get angry feelings out. It is better to hit something rather than someone.
    Have children demonstrate this method using an old pillow.

13. Show poster or worksheet picture #4E - "Growling Sounds".
    Tell children that Copee Bear is making growling sounds with his mouth. This helps get angry feelings out of the body through the mouth.
    Have children demonstrate this method. If teacher has a mirror, have children take turns to make faces and growling sounds while looking in the mirror.

14. Show poster or worksheet picture #4F - "Mad March".
    Tell children that Copee Bear is doing the Mad March with his feet. This helps Copee get angry feelings out.

15. Talk with children about times when they should use these right or appropriate ways of anger releases for example:
    When someone makes you mad/angry.
    When someone calls you a name.
    When someone takes something of yours.

B. SUGGESTED ACTIVITY

1. Puppet Play: Use puppets with children to act out good ways to get angry feelings out.

2. Pre-reading: Listening station, song #4 on audio cassette - "Say You're Feeling Angry".

3. Art: Have children draw a picture of their favorite way to get anger out.

4. Science: Have children study the different ways animals handle anger.

5. Manipulative: Have children cut out picture of good ways to get anger out.

6. Dramatic Play: Encourage children to act out good ways to get anger out.

7. Pre-lunch: Sing song #4 - "Say You're Feeling Angry".

8. Post-lunch: Read story from P.S.S.R.P.

C. Home Activity Sheet: Allow children to take home a copy of Home Sheet 4A to color or cut out and discuss with parents. This sheet is located at the end of this lesson.

DAY 2

A. **Introduction**

B. **Puppet Video #4**
Title: "GOOD WAYS TO GET ANGER OUT" (7 minutes)
Show puppet video #4 and afterwards have a discussion with children using the questions and answers below.
Note: Teachers may use some or all of these questions for discussion, depending on the age group of the children.

Discussion Questions And Answers For Video #4

1. How did Tony feel?
   Answer: He was mad.

2. What made Tony mad?
   Answer: Tony was mad because someone broke his toy.

3. What did Monkey tell Tony about feeling mad?
   Answer: Monkey told Tony that it was okay to feel mad sometimes but staying mad/angry too long wasn't good.

4. What can happen to your body when you stay mad or angry for too long?
   Angry: When you feel mad or angry for too long, it can make your body sick.

5. What are some things that Monkey said you can do to get angry feelings out of the body?
   Answer: Monkey said you can punch a pillow.
   Monkey said you can tear some newspapers.
   Monkey said you can squeeze a rubber ball.
   Monkey said you can talk over your problems with someone.

6. What is a Mad Bag?
   A Mad Bag has things in it that can help you get those mad feelings out; for example: A pillow, newspapers, play-doh, a ball, etc.

7. What was the main point of the story?
   Answer: The main point of the story was don't stay angry for too long or a monkey might come along and make you glad.

8. Why is it important to get angry feelings out?
   Answer: It is important to get angry feelings out because it will make you feel better.

9. Should you punch someone when they make you angry? Why?
Answer: No, because it can hurt them and it does not solve the problem.
Punch a pillow if you are angry then talk with someone about how to solve the problem.

10. What will you do the next time someone makes you angry or mad?
Answer: Let children respond.

C. COPEE STICKERS: Upon completion of lesson, give children a red Copee Badge for their participation in lesson 4.

D. RESOURCES: The Way I Feel...Sometimes by De Regniers (Houghton Mifflin)

E. HOME ACTIVITY SHEET: Teacher can choose one worksheet picture to be used as the Home Activity Sheet. Children can take home a copy of a Home Sheet on good anger releasers (4B-4F) to color or cut out and discuss with parents. These sheets are located at the end of this lesson.

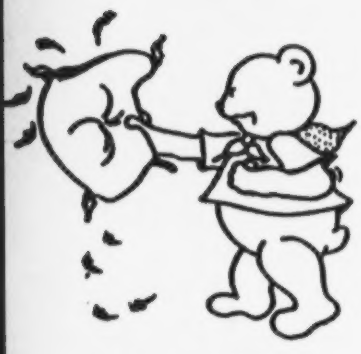
SETTING UP THE ANGER CENTER IN THE CLASSROOM

DIRECTIONS

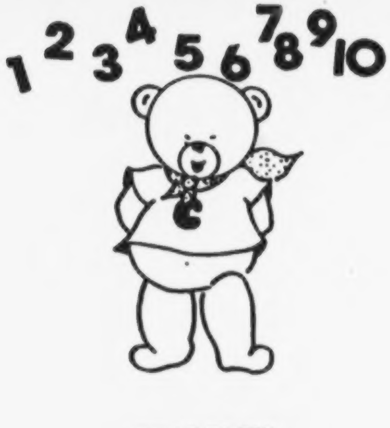
After teaching lesson 4, Good Ways To Get Anger Out, teacher may continue to encourage the children to positively release angry feelings by setting up an Anger Center in the classroom. To help children release angry feelings appropriately, teacher may set up a poster in an area of the classroom and have children imitate the different ways on the poster to release angry feelings. Teacher may also have the Anger Bag in the same area.

The following materials are needed to set up the Anger Center:

1. Poster board, glue, worksheet pictures, 4A, 4B, 4C, 4D, 4E, 4F, 5A, 5B, 5C, and 6C; the sample Anger Center sheet is on the following page.
2. Teacher may photocopy the worksheet pictures onto multicolored paper, then cut out pictures.
3. Next, using the sample Anger Center sheet as a guide, arrange and glue the pictures onto the poster board. Write the appropriate phrases under each picture. Write the words "ANGER CENTER" in the center of the poster.
4. To make the Anger Bag, teacher should write the words ANGER BAG on one side of the bag and draw an angry picture.
5. Next place the old pillow, play-doh or clay, plastic mirror, stuffed animal, old newspapers and foam ball inside the Anger Bag.
6. Teacher may encourage children to use items in the bag to help them release angry feelings appropriately (e.g. punch a pillow, mold or pound clay).
   NOTE: Old pillows and stuffed animals may be purchased at a thrift shop for a nominal fee.



PUNCH A PILLOW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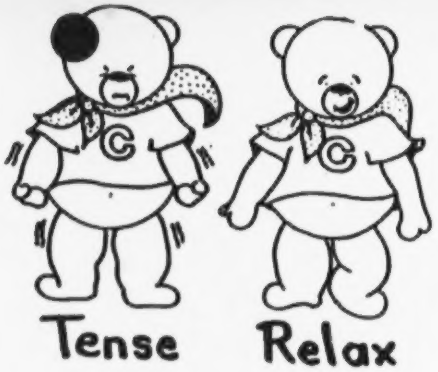
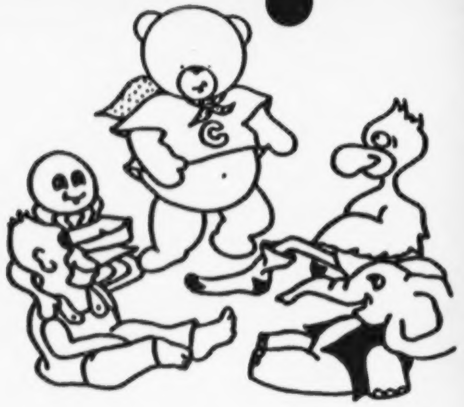
COUNT TO TEN

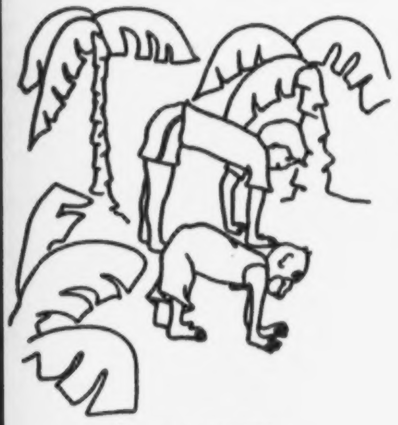

Tense
Relax

RELAX

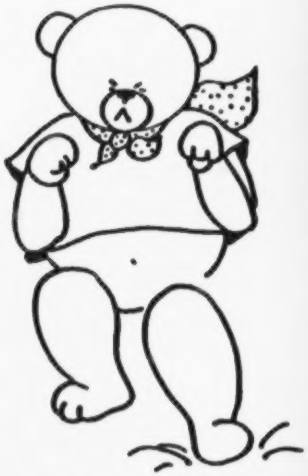


TALK TO SOMEONE

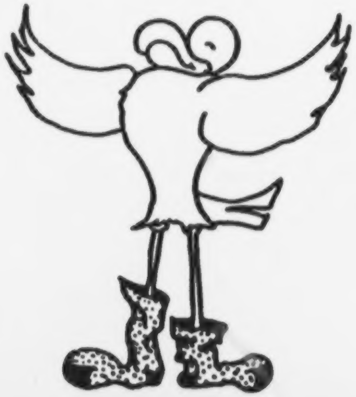
ANGER CENTER



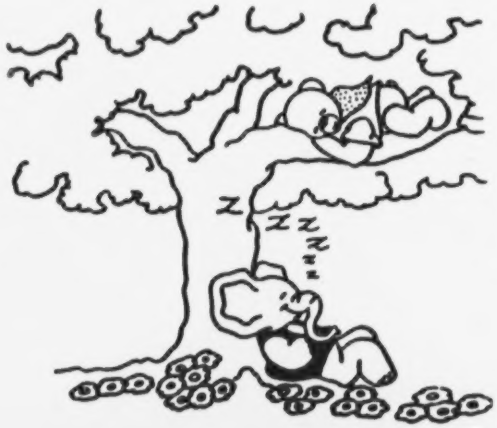
DO THE MONKEY



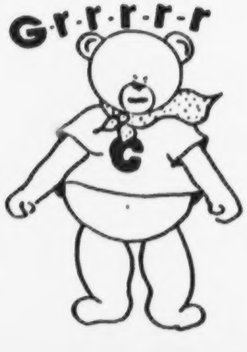
DO THE MAD STOMP



TAKE A DEEP BREATH



THINK OF NICE THINGS



MAKE GROWLING SOUNDS

SONG #4

"WHEN YOU'RE ANGRY"

YOU SAY YOU'RE FEELING ANGRY
YOU'RE JUST MAD
WELL, EVERYONE GETS ANGRY
IT'S NOT BAD
BUT THERE'S A NEED INSIDE OF YOU
TO LET IT ALL OUT
SO, GO AHEAD, DON'T HOLD IT IN
IF YOU WANT TO SHOUT

AND SAY YOU'RE ANGRY (2 TIMES)
DON'T HOLD IT IN

YOU SAY YOU'RE FEELING ANGRY
IT'S ALL INSIDE OF YOU
YOU'RE ANGRY, NOW WHAT ARE YOU GOING TO DO
WELL, TAKE A DEEP BREATH
AND COUNT TO TEN
RELAX, THEN, TRY IT AGAIN

YOU'RE ANGRY (2 TIMES)
DON'T HOLD IT IN

YOU SAY YOU'RE FEELING ANGRY
IT'S ALL INSIDE OF YOU
YOU'RE ANGRY
NOW WHAT ELSE CAN YOU DO
WELL, PUNCH A PILLOW
IT'S O.K.
GO AHEAD AND SAY

YOU'RE ANGRY (2 TIMES
DON'T HOLD IT IN

THERE'S LOTS OF WAYS TO GET OUT ANGER:
TEAR UP PAPER, LET OUT A SIGH, PUNCH PLAY
DOH, OR RUN OUTSIDE
BUT THERE'S ONE THING I MUST SAY
NEVER HURT ANYONE
THAT'S NOT THE WAY
O.K.

BUT WHEN YOU'RE ANGRY (2 TIMES)
DON'T HOLD IT IN

STORY FROM PUPPET VIDEO #4: GOOD WAYS TO RELEASE ANGER

Hi everybody, it's me, Copee Bear. I'm going to tell you a story about a boy who was very angry. Do you know what angry means? Remember when we talked about the four feelings that can cause stress in your body? Let's go over them again. There was Kim, she was happy. Then there was Aisha, and she was sad. And Omar, he was scared, But our story today isn't about them. Today our story is about Tony, and he was feeling mad, or you could say he was angry. Angry and mad mean the same thing. In this story we'll talk about angry and mad feelings.

Once upon a time there was a little boy named Tony. Tony was very angry because his friend broke his favorite toy. It was a red race car and the wheel was bent and it wouldn't roll anymore. When Tony saw that his favorite toy was broken he became very angry. His face wrinkled up, he clenched his teeth and threw the car on the floor and said,

> "I'm so mad!"

Just then Monkey came by and said,

> "What's wrong Tony?

At first Tony wouldn't say anything to Monkey. Monkey looked at him and smiled and said,

> "Hey Tony it's okay to be mad. You know, we all get mad sometimes. But if I were you I wouldn't stay that way too long."

Tony looked at Monkey and said,

> "Why not? What's wrong with staying mad?"

Monkey put his arm around Tony and said,

> "Because too many mad feelings aren't good for you Tony. Do you know what can happen if you let too many mad feelings stay inside your body for a long time?"

Tony shook his head,

> "No, what will happen if I let mad feelings stay inside my body for a long time?"
> "It can make you sick!", said Monkey.

Tony's eyes got bigger.

"Really?" he said, "I don't like all these mad feelings inside me but what can I do Monkey? What can I do to stop these mad feelings?"

Monkey started laughing and laughing. Tony was puzzled, he asked Monkey why he was laughing. Monkey stopped laughing and patted Tony on the back and said,

"I was just thinking about all the fun ways to get mad feelings out of your body."

Monkey started laughing again.

Tony looked at Monkey and said,

"Well Monkey why don't you tell me about all the fun things I can do to get these mad feelings out of my body. I want to get them out now so that I can feel better, and I don't want to be sick either!"

Monkey stopped laughing and said,

"Okay Tony you got it. I'm going to get my mad bag, I'll be right back."

Monkey hopped off, leaving Tony standing there saying to himself,

"I wonder what a mad bag is?"

He scratched his head and tried to figure out what a mad bag could be. Just then Monkey came hopping back holding a big paper bag in his hand. On one side of the bag in big colorful letters were the words, "MAD BAG" and a face that didn't look too happy, as a matter of fact, the face looked mad. Monkey put the bag down in front of Tony and said,

"Check out this mad bag Tony! There are a lot of things in here that will help you get all those mad feelings out of your body!"

Tony kneeled down next to the bag and looked inside. Monkey smiled and reached inside the bag and pulled out a soft fluffy pillow with a mad face on it. Tony looked disappointed, "What am I supposed to do with a pillow?"

Monkey put the pillow in front of Tony and said,

"Punch it!"

"Huh?" said Tony.

"Punch the pillow, punch it real hard. This will help you get the mad feelings out of your body."

Tony looked at Monkey then he looked at the pillow and said, "Okay Monkey if you say so."

Tony started punching the pillow, it felt good when he hit it, he hit it again and again. Monkey smiled and nodded his head, and said,

"That's right Tony, punch the pillow as much as you want and as hard as you want. It's a lot better to punch things like pillows instead of people."

Tony punched and punched the pillow until he couldn't punch anymore. He sat back and looked at Monkey, Monkey asked,

"How do you feel now Tony?"

"It was fun punching the pillow, "Tony said, "And hey you know what, I don't have as many mad feelings inside me anymore."

Monkey laughed,

"Good for you Tony, you got some of those old mad feelings out of your body when you punched the pillow."

"Yeah," said Tony, "What else do you have in that mad bag?"

Monkey pulled out a newspaper and gave it to Tony. Tony said,

"I don't want to read now, Monkey."

Monkey laughed and said,

"It's not for reading Tony, it's for tearing."

"Tearing?" Tony said with a frown.

"Yes," said Monkey, "you can tear it up and that will also help you get those mad feelings out of your body."

Tony picked up the paper and started tearing it up into big pieces, then into little teeny pieces. Monkey smiled and clapped his hands as he watched Tony tear up the paper.

After Tony tore up the paper, Monkey reached in the bag and gave Tony a rubber ball to squeeze. Tony took the ball and he squeezed it real hard with both hands, then he squeezed it with his right hand, then his left hand. He had fun squeezing the ball.

Monkey took crayons and paper out of the bag and told Tony to color his mad feelings on the paper. Tony made big angry lines on the paper with all the crayons, then he made circles and squares, and just lines all over the paper. That made him feel a lot better.

Then out of the bag came a bright red ball of play doh, and Monkey told Tony to pound or squeeze the play doh. So Tony pounded the play doh and squeezed it between his fingers and pounded it some more. Monkey watched Tony. He just laughed and laughed and hopped up and down, the way monkeys like to do. Tony stopped and sat down and looked at Monkey. Tony smiled and Monkey smiled back.

"How do you feel now Tony?"

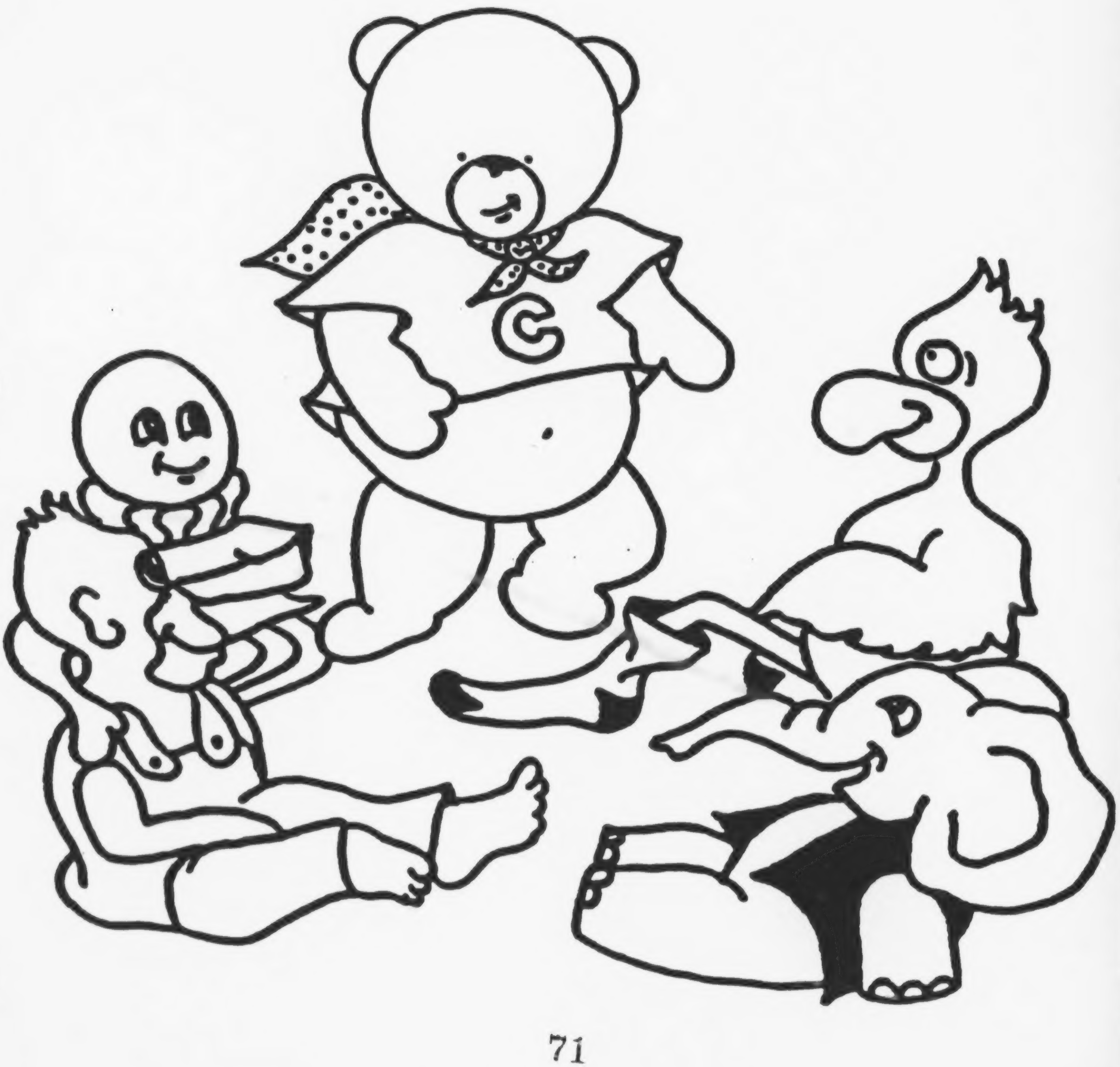
"I feel much better Monkey. As a matter of fact, I don't have those mad feelings inside me anymore. Your mad bag really helped me get those feelings out of my body. Thanks, Monkey!" Tony said.

"Glad to help, glad to help!" Monkey said. "Now let's go for a walk and talk about what made you mad."

"O.K.," said Tony.

And off they went down the road. After a while you could hear them both laughing.

"Hee hee hee hee!"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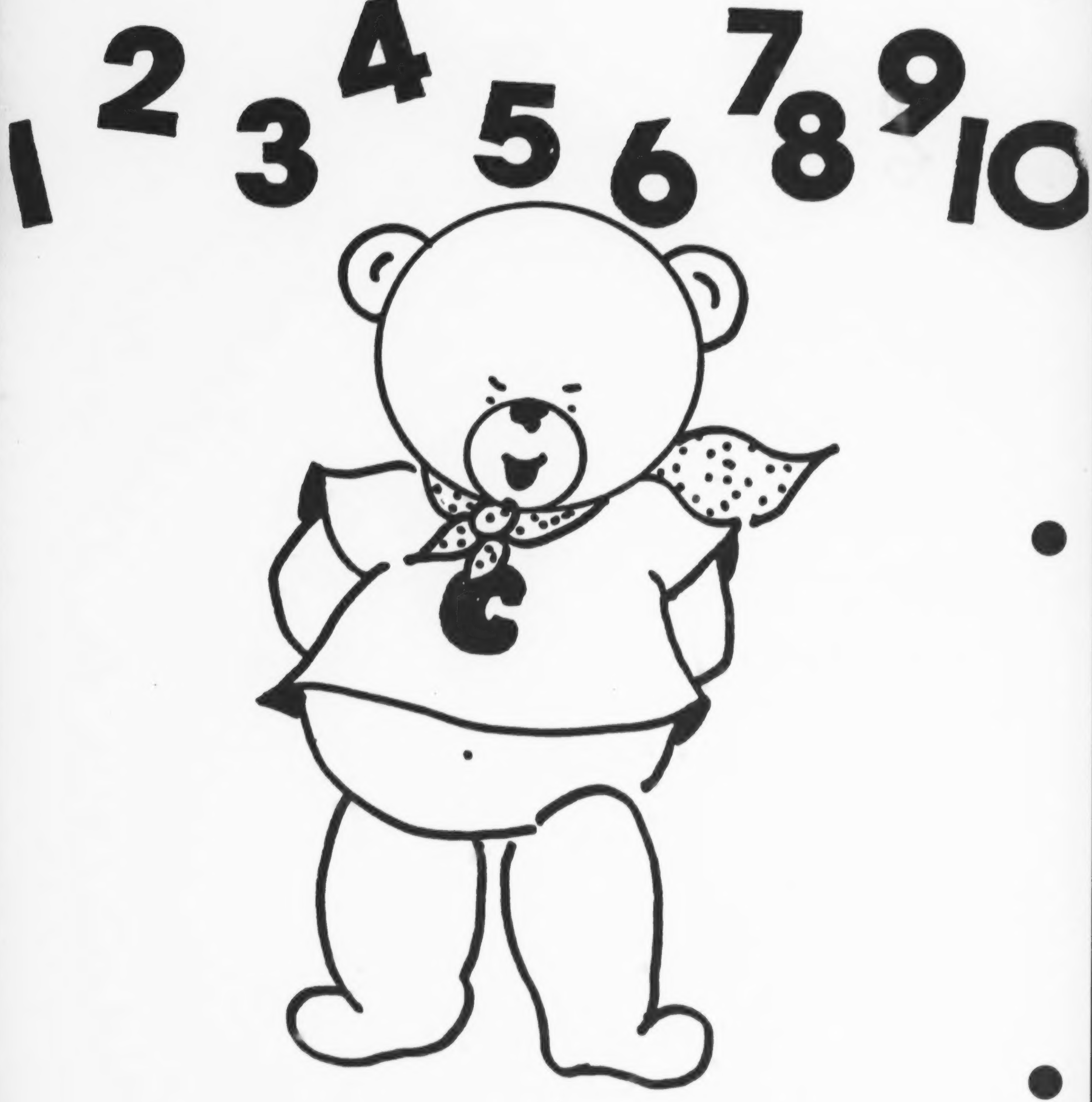
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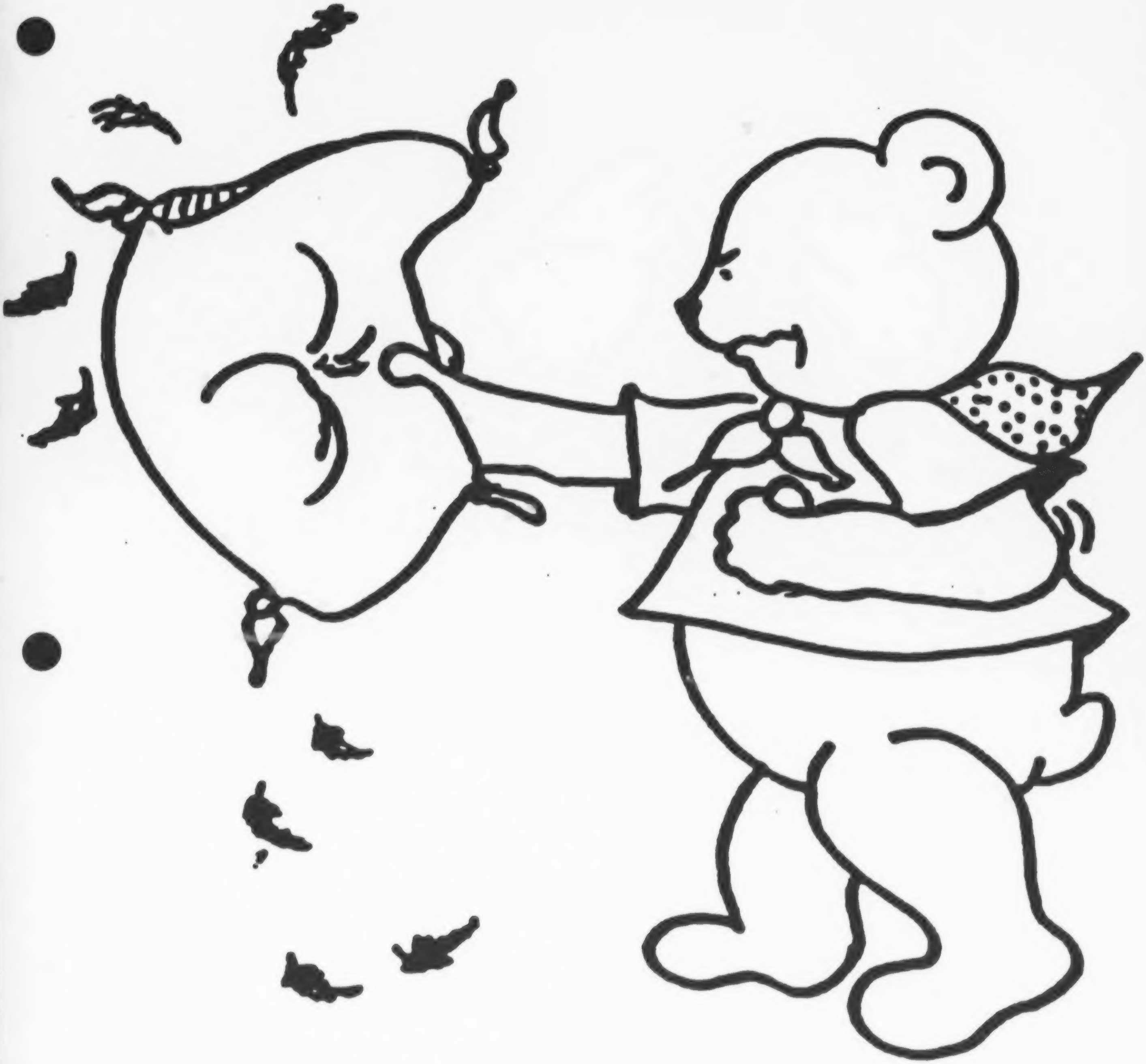

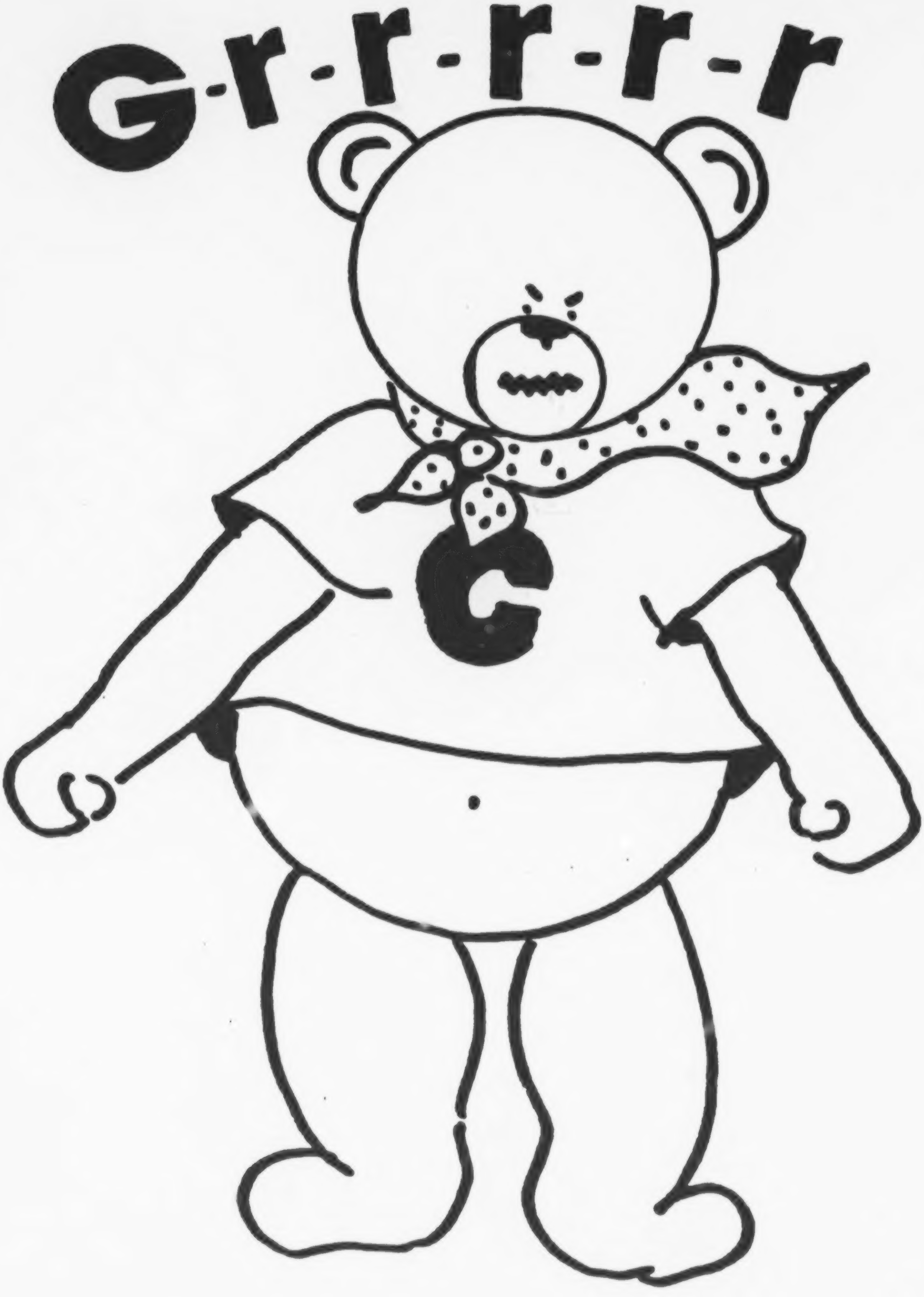
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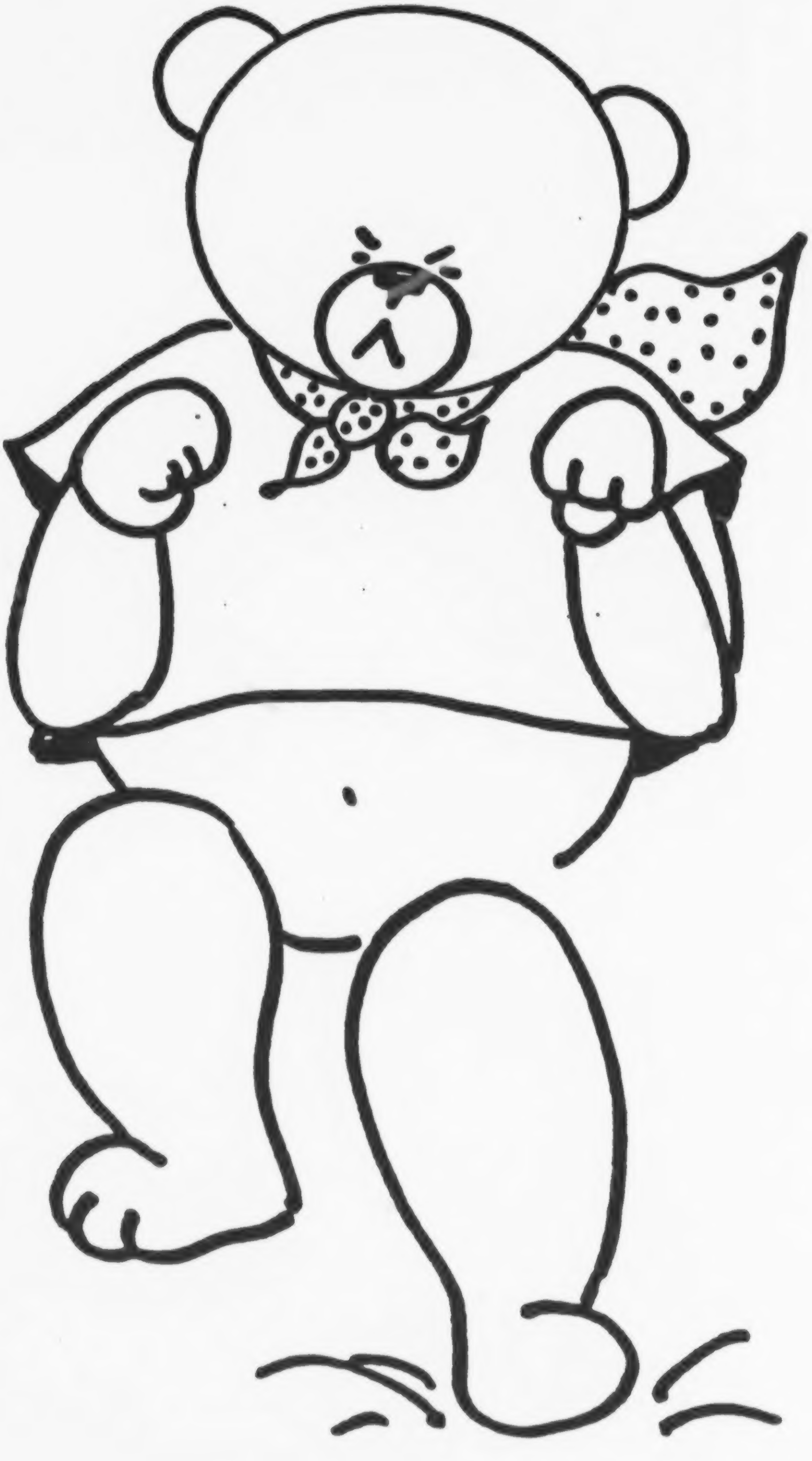


LESSON 5

TOPIC: DEEP BREATHING AND RELAXATION

GENERAL OBJECTIVE: To help children learn three different kinds of body relaxation

1. Deep Breathing
2. Muscle Relaxation
3. Guided Imagery Relaxation

BEHAVIORAL OBJECTIVE: The children will participate in exercises to relax their bodies

SUGGESTED TIME PERIOD: 3 days

MATERIALS NEEDED:

WORKSHEET PICTURE (W.P.): 5A, 5B, 5C

POSTER PICTURE (P.P.): 5A, 5B, 5C

PUPPET VIDEO LESSON #5: Rest And Relaxation (R&R) or

PUPPET VIDEO STORY #5: Pages 60-62

P.S.S.R.P. SONG: #5A - "Take Time For Yourself"
#5B - "Take Care Of Yourself"

P.S.S.R.P. STORY BOOK: Pages 20-24

P.S.S.R.P. PUPPETS

BLUE COPEE STICKERS

HOME ACTIVITY SHEET: Same as W.P. - #5A, 5B, 5C

SMALL BALLOONS (OPTIONAL)

EQUIPMENT NEEDED: VCR, Cassette Tape Player

KEY WORDS: Listed under Day 1, 2, and 3

GLOSSARY: Listed under Day 1, 2, and 3 for this lesson

PROCEDURE

Day 1

Key Words:

DEEP BREATH BREATHE CALM AIR
INHALE EXHALE STOMACH NOSE LUNGS

Glossary:

Breath - the air taken into the body.
Deep Breathing - to bring the air down into the lower parts of the body.
Calm - to be quiet or still
Inhale - to take air into the body
Exhale - to let air out of the body
Nose, Mouth - upper parts of the body that are used when one breathes
Chest, Lung and Stomach - lower parts of the body that are used when one breathes
Blood - a red liquid inside the body

A. Introduction: Deep Breathing Exercises

1. Inform children that today's lesson is on deep breathing or belly breathing.

2. Instruct them as follows:

   "When we feel scared, sad, mad, and happy our bodies change. This is called stress. Taking a deep breath helps our bodies feel better. Deep breathing also relaxes the body and helps get rid of stress."

3. Using Story Book Picture #5A:

   Say to children: "Breathing is when we take air into our lungs. This is called inhaling. The air fills up the lungs and the stomach area. Then you exhale or release it. By breathing air in, holding, and then releasing it, your body relaxes". Show children Story Book Picture 5A and point out the lung area. Note: Teacher may also use balloons to show children how the lungs work. If possible, let all children blow up and deflate a balloon as an example of how the lungs work.

4. Next, ask the children to put one hand on their chest and the other hand on their stomach. Ask them if they can hear or feel anything. (Some of the children will be able to hear their heart beat and others will be able to hear their bodies breathing.) Let the children respond to your questions and describe what they hear.

5. Inform children that they are going to practice deep breathing exercises with their hands on their bodies. When they breathe deeply children should be able to feel and see their hands rising on their stomach and chest.

6. First, demonstrate to the children how deep or belly breathing is done. Have the children watch you. Before beginning the exercise with the children describe exactly what you are about to do. For example: "Children, I am going to take a deep breath. First, I will sit up straight. Notice how straight my back is. This allows more air to come into my body. I will breathe in through my nose (point to it). Then the air will come down to my chest where my right hand is resting and to my belly or stomach. My chest goes up and as I keep breathing, my stomach blows up like a balloon. I have a big belly or stomach while I hold the air inside me. I will hold the air in for a few seconds and then I will gently and slowly let it out through my nose. You should see my chest and stomach get big like a balloon while this air is in my body and then go down like a balloon when the air comes out.
   Will you watch me take a deep breath, first. Then we will do it together. Now, here I go. Keep your eyes on my hands, nose, chest, and stomach."

7. After you have demonstrated, have the children describe what they saw.

8. Next, have the children get into position. Hands on chest and stomach, backs straight and take a deep breath through their noses. Hold for two seconds and exhale the air gently through the nose.

9. Ask the children to notice what is happening to their hands. Their hands will be raised up when they inhale and then go down when they exhale. Practice this with the children a couple of times.

B. Other Breathing Exercises:

1. Belly Breathing:
   If space is available, have the children practice this exercise on the floor. This will enable them to better see their stomach or bellies rise and fall. This is called belly breathing.

2. Balloon Breathing:
   Have the children pretend that their bodies are balloons (small balloons, hot air balloons, or giant parade balloons), while they are doing the breathing exercise, each breath helps blow them up bigger. When they are ready to come down let them make a big sigh or hiss sound as they come back to the ground.

3. Color Breathing:
   Have the children imagine that the air is different colors and as they breathe in the air, they become that color. Ask the children to tell what color they are.

4. Cloud Breathing:
   Have the children use their imagination to become puffy clouds floating in the air. Each breath makes them bigger and bigger.

C. SUGGESTED ACTIVITIES

1. Puppet Play: Use puppets with children to act out deep breathing exercise.

2. Pre-reading: Listening station song #5.

3. Art: Have children draw a picture of their lungs or person doing deep breathing exercise.

4. Science: Have children breathe on mirror and see their breath. If cold outside, have children do breathing exercises outside and watch the air come out of their noses and mouths.

5. Manipulative: Have children cut out pictures of noses, stomachs, lungs, etc. and paste.

6. Dramatic Play: Have children do role play of doing deep breathing when they are sad, mad, scared, and happy.

7. Pre-lunch: Sing song #5. Words are listed at the end of the lesson.

8. Post-lunch: Read story.

D. HOME ACTIVITY SHEET

Teacher can use worksheet picture #5A as the home activity sheet. Allow children to take home a copy of home sheet #5A to color or cut out and discuss with parents. This sheet is located at the end of this lesson.

DAY 2

Key Words:

MUSCLE TENSE RELAX RELEASE

Glossary:

MUSCLE - part of the body that lets the body move.
TENSE - making the body stiff or hard, for example: tightening or tensing your body muscles.
RELAX - feeling at ease or making the body feel soft like cotton.
RELEASE - letting go.

A. Introduction: Muscle Tension Exercise

1. Review yesterday's breathing exercise lesson with children.

2. Inform children that today they will learn another exercise that calms the body when they are sad, scared, and mad. The name of this exercise is called muscle tension.

3. Explain to children that muscle tension exercises are good to do when you have body change or stress in the body.

4. Inform the children that you are going to play a game called, "Tense and Relax" or T & R.

5. Start by demonstrating the exercise for the children. Ball up your hands and make a fist. Show the children how your hand muscles become real tight. Explain that when you ball your hand muscles up real tight, your muscles become real tight.
   Have the children make fists and squeeze real tight. Have them pretend they are squeezing something. For example, a ball. Have them hold it for a 3-4 seconds. After they have done this, have the children open up their hands slowly. Tell them that they are now relaxing their hand muscles. Repeat this again with the children using the different body parts listed in the next section.

6. Next, have them tense-up their arm muscles. Ask the children to make a muscle in their arm tense or hard. Have them hold it for a few seconds and then very slowly let their arms relax. Or let their arms drop to their sides. Do this with other parts of the body. For example:
   Tense facial muscles. Hold for two seconds then relax.
   Tense up or squeeze eyes. Hold for two seconds then relax.
   Tense up or squeeze lips. Hold for two seconds then relax.
   Tense up or squeeze eyebrows. Hold for two seconds then relax.
   Try to touch ears with your shoulders. Hold for two seconds then relax. Next, do neck, stomach, leg, and feet. Let them tense up. Hold for two seconds then relax each part.
   Tense up legs. Hold for two seconds then relax.
   Tense up or curl up feet and toes. Hold for two seconds then relax.
   Last, tense up entire body. Hold for two seconds then relax. Have the children take a deep breath. Hold it for two seconds then relax.

   Note: Teacher can walk around and touch the children to see if different body parts are tense and relaxed.

B. Other Muscle/Tension Exercises and Games:

1. Have the children pretend to be iron people and tense up their muscles, hold, then relax and become play-doh people.

Next, have children become soldier people. Hold, then become cotton people.
Next, have children become wood people. Hold, then become jello people.

2. Simple Simon: Have children play muscle-tension exercise with Simon says, for example: Simple Simon says: "Tense up your face". Now Simple Simon says: "relax it". Continue with other body parts, etc. Ask the children to describe the differences they felt in their bodies from this game.
   Encourage the children to practice this game when they feel mad, sad, and scared.

C. SUGGESTED ACTIVITIES

See Day 1 Suggested Activities and make substitutions for muscle tension exercises in appropriate activities.

D. HOME ACTIVITY SHEET:

Teacher can use the worksheet picture #5B as the home activity sheet. Allow children to take home a copy of Home Activity Sheet #5B to color or cut and discuss with parents. This sheet is located at the end of this lesson.

DAY 3

Key Words:

IMAGE IMAGINE IMAGINATION POSITIVE

Glossary:

IMAGE - a picture of something
IMAGINE - to think about something you can't see or to make-believe or pretend.
IMAGINATION - seeing pictures of things in your mind.
POSITIVE - good

A. Introduction: Positive Image Relaxation

1. Review briefly with children deep breathing and muscle tension exercises learned from previous days.

2. Inform children that today they will learn a new exercise that helps the body become calm when they feel sad, scared, mad, and happy.

3. This exercise is called Positive Image Relaxation or P.I.R. Explain to children that P.I.R. works by thinking of a nice picture of something they like in their mind that is fun and relaxing.

4. Have the children try the following P.I.R. exercise. Read this exercise to them and let them think of their favorite ice cream. Ask children to imagine or pretend in their minds that they can taste the ice cream.
   "Now children I want you to close your eyes and pretend that someone just gave you a big bowl of your favorite ice cream. (Allow kids to make sounds and motions with their eyes still closed).
   Now I want you to look at the ice cream and see how good it looks. Now children let's pretend that it is starting to melt so let's get our pretend spoons out and taste it. Get a big spoon full of it and put it in your mouth. Now open your eyes and tell me what flavor ice cream you had and how it tasted."

5. Allow children to tell you about their experience with this exercise.

6. Inform children that when they are sad, scared, and mad they can play this pretend game of P.I.R. and think of pleasant or nice things that they like to eat or do.

7. You may read this P.I.R. exercise about a trip to the beach to your students. Begin by asking students to get very quiet. If carpet space is available, have children lie down on floor with each child having his/her own space.
   Inform students that you are going to read a P.I.R. exercise about going to the beach.
   Inform children that you want them to use that part of their mind that is good for pretending. Ask students to close their eyes and listen to the story you are about to read.
   Ask children to use their mind to paint a picture of the place that you are describing. "Now start".

"CHILDREN BEFORE WE BEGIN, I WANT EVERYONE TO TAKE IN TWO DEEP BREATHS. READY - BREATHE IN 1-2, HOLD 1-2, BREATHE OUT 1-2. ONE MORE TIME - BREATHE IN 1-2, HOLD 1-2, BREATHE OUT 1-2. NOW THAT WE HAVE RELAXED OUR BODIES WE ARE READY TO TAKE OUR IMAGINARY TRIP TO THE BEACH.

NOW CHILDREN IMAGINE YOURSELF IN YOUR PRETEND MIND THAT YOU ARE AT THE BEACH. THE BEACH IS NICE AND WARM. YOU ARE ON THE NICE WARM SAND. (PAUSE) LIE DOWN IN THE SAND FOR A LITTLE WHILE AND BEGIN TO MAKE SOMETHING REAL SPECIAL WITH THE SAND. NOTICE HOW NICE THE SAND FEELS IN YOUR HAND. (PAUSE) AFTER YOU FINISH MAKING YOUR SPECIAL SAND THING, STAND BACK FROM IT AND LOOK AT IT AND FEEL REAL PLEASED BECAUSE IT LOOKS SO NICE. (PAUSE)

NOW YOU ARE READY TO GO DOWN TO THE COOL WATER TO RINSE OFF AND PLAY A LITTLE. THE WATER FEELS SO GOOD ON YOUR BODY. YOU SPLASH THE WATER AND HAVE SOME FUN PLAYING. (PAUSE)

NOW YOU RETURN TO YOUR BLANKET AND LIE DOWN YOUR TIRED BODY. (PAUSE) THE SAND FEELS SO WARM AND THE SUN FEELS GOOD ON YOUR BODY. TAKE A DEEP BREATH AND RELAX YOUR BODY EVEN MORE. (PAUSE)

NOW WE ARE GOING TO GET READY TO LEAVE OUR IMAGINARY PLACE AND RETURN BACK TO THE CLASSROOM. (PAUSE) SAY GOOD-BYE TO THE BEACH. (PAUSE) NOW START MOVING YOUR BODIES VERY GENTLY AND VERY SLOWLY OPEN YOUR EYES. YOU MAY SHARE WITH ME WHAT HAPPENED ON YOUR IMAGINARY TRIP. NOW OPEN YOUR EYES".

Note: Have the children share with you their experiences and describe their beaches.

B. Other Relaxation Exercises:

1. Favorite Places: Have children tell you about their favorite quiet place that is peaceful, quiet and calm. Begin by having the children take a couple of deep breaths. You can also play soft music if available. Instruct the children to close their eyes and think about their favorite place. They should use their imagination to see themselves at their favorite quiet place, resting and relaxing. Afterwards have children describe their experience.

2. Relaxation Games: What Are You?
   Read children the following descriptions and have them guess the name of the place you described. Encourage children to close their eyes and picture what you are reading in their minds.
   Teacher can make up other examples also.

   a) You are round and children like to play many games with you. You can bounce and you come in many colors. People like to throw you in the air and they have lots of fun with you. What are you?
      Answer: A ball.

   b) You are a place that children like to go to have fun. There are many animals, clowns and people who walk on a tight rope. People love to eat popcorn and peanuts at this place. The animals like to do funny tricks at this place and children laugh a lot. You can hear many different sounds at this place. What are you?
      Answer: A circus.

   c) You are something that is planted outside in the dirt. You grow real big in the spring. You need water and sunlight. Your bottom is green and the top part of you comes in many colors, red, yellow or pink. Sometimes people pick you and take you inside their houses. You are put on the table and you make the room smell good. What are you?
      Answer: A flower.

   d) You are planted outside and there are many of you in the woods. Your bottom is brown and your tip is green. You grow straight up in the air. You have many branches on top and squirrels play in you. Your leaves fall in the fall season but grow back in the spring. Many people like to rest under you. What are you?
      Answer: A tree.

   e) You are very big and wet. You taste a little salty. Many animals live where you are and fish and people swim through you. Children like to play in you. Sometimes you make waves and children fall down and laugh in you. You keep us cool in the summer. What are you?
      Answer: The ocean.

   Note: Have children share with you their experiences.

C. Puppet Video #5

Title: "Rest And Relaxation (R & R) (9 minutes)
Show puppet video #5 and afterwards have a discussion with children using the questions and answers below.
Note: Teachers may use some or all of these questions for discussion, depending on the age group of the children.

Discussion Questions And Answers For Video #5

1. What are some things that Copee Bear said you can do when you have body changes or stress?
   Answer:
    1. You can take a deep breath
    2. You can do rest and relaxation (R & R) exercise
    3. Tense and relax your muscles.

2. Which exercise did Bird say he liked to do?
   Answer: Bird likes to take a deep breath.

3. Which exercise did Monkey say he liked to do?
   Answer: Monkey likes to R&R or Rest and Relaxation.

4. Where is Monkey's favorite place to relax?
   Answer: Monkey's favorite place is under a tree or at the beach.

5. What does Aisha do to relax?
   Answer: Aisha likes to smell pretty flowers.

6. What is Octavio Octopus' favorite exercise?
   Answer: Octavio's favorite exercise is tensing and relaxing his muscles.

7. Ask boys and girls to share their favorite ways to relax when they have body changes.

D. SUGGESTED ACTIVITY

See Day 1 Suggested Activities and make substitution for relaxation exercise in appropriate places.

E. COPEE STICKERS

Upon completion of lesson, give children a blue Copee Sticker for their participation in lesson 5.

F. RESOURCE

Breathing by John Gaskin
Sweet Dreams For Little Ones by Michael G. Pappas

G. HOME ACTIVITY SHEET

Teacher can use worksheet picture #5C as the Home Activity Sheet. Allow children to take home a copy of Home Sheet #5C to color or cut out and discuss with parents. This sheet is located at the end of this lesson.

SONG #5A

"TAKE TIME FOR YOURSELF"

EVERY DAY TAKE TIME FOR YOURSELF
RELAXING YOUR MIND
IT'S GOOD FOR YOUR HEALTH
TAKE SOME TIME
FOR PEACE OF MIND
EVERY DAY, TAKE TIME FOR YOURSELF

DREAM OF DAYS WHEN YOU FELT AT PEACE
DREAM OF HOW THE SUN FEELS WHEN YOU'RE AT THE BEACH
HEAR THE WAVES ROLLING IN
FEEL THE SUN WARM AGAINST YOUR SKIN

EVERY DAY TAKE TIME FOR YOURSELF
RELAXING YOUR MIND
IT'S GOOD FOR YOUR HEALTH
TAKE SOME TIME
FOR PEACE OF MIND
EVERY DAY, TAKE TIME FOR YOURSELF

GO OUTSIDE AND LOOK UP AT THE SKY
LAY ON YOUR BACK AND JUST WATCH THE CLOUDS GO BY
OR DREAM OF ALL THIS IN YOUR MIND
AND JUST ENJOY THE PEACE YOU FIND

EVERY DAY TAKE TIME FOR YOURSELF
RELAXING YOUR MIND
IT'S GOOD FOR YOUR HEALTH
TAKE SOME TIME
FOR PEACE OF MIND
EVERY DAY, TAKE TIME FOR YOURSELF

EVERY DAY, TAKE TIME FOR YOURSELF

SONG #5B

"TAKE CARE OF YOURSELF"

YOU'VE GOTTA TAKE CARE OF YOURSELF
IT'S UP TO YOU
GET PLENTY OF SLEEP AT NIGHT
AND EAT THE RIGHT FOOD
TAKE CARE OF YOURSELF
IT'S UP TO YOU

EAT SOME FRUIT EVERYDAY
EAT BREAD AND VEGETABLES TOO
AND REMEMBER TO DRINK ALL YOUR MILK
IT'S GOOD FOR YOU

YOU'VE GOTTA TAKE CARE OF YOURSELF
IT'S UP TO YOU
GET PLENTY OF SLEEP AT NIGHT
AND EAT THE RIGHT FOOD
TAKE CARE OF YOURSELF
IT'S UP TO YOU

NOW TRY TO RUN EVERY DAY
AND STRETCH ALL YOU CAN
SO YOU'LL SLEEP WELL ALL THRU THE NIGHT
WAKE UP AND START OVER AGAIN

YOU'VE GOTTA TAKE CARE OF YOURSELF
IT'S UP TO YOU
GET PLENTY OF SLEEP AT NIGHT
AND EAT THE RIGHT FOOD
TAKE CARE OF YOURSELF
IT'S UP TO YOU (2 TIMES)

STORY FROM PUPPET VIDEO #5: BREATHING AND RELAXATION

Copee Bear wanted to talk to his friends about feelings, body changes and stress and how to handle them.

Do you remember what stress is? Stress is body changes caused by the different feelings you have. Do you remember some of the feelings words we have talked about?

Tony was mad. He had stress, his hands were balled up in a fist, his face was all wrinkled up and his muscles were tight.

Aisha was sad. She had stress, her eyes were all puffy and red, from crying.

Omar was scared. He had stress, his body was shaking, his heart was beating fast and he was biting his nails.

Kim was happy! She had stress too, she was smiling a lot, her heart was beating fast and she was breathing fast too.

They didn't like some of the body changes they had.

Tony didn't want to frown, and he didn't want his muscles to be tight.

Aisha really didn't want to cry anymore. And she didn't want her eyes to be puffy and red.

Omar didn't want to be scared. He didn't like the way his body was shaking and he wanted to stop biting his nails.

Kim liked being happy, but she didn't want to breathe so fast, and she didn't want her heart to beat so fast either.

They asked Copee what they could do to make their bodies feel better. They were tired of all those body changes and wanted to get this stress out of their bodies.

Copee said that he knew some ways to get stress out by making the body relax and feel calm.

"Please tell us!", they said

So Copee told them that one way to make their bodies feel better was by practicing R & R exercises. They all looked at each other; they didn't know what R & R meant.

Just then Monkey and Bird came by. Monkey said that he liked R & R exercises. As a matter of fact he said that he would show them his favorite R & R exercise right there!

Everybody watched as Monkey laid down on his back and put his hands behind his head. Then he smiled, closed his eyes and started humming. Everyone looked at Monkey, then at Copee Bear. Copee Bear told them to guess what Monkey was doing.

"Oh!" said Omar, "Monkey is resting!"

Monkey opened one eye and said to Omar,

"Right-a-roonie Omar. What else am I doing?"

Everyone looked real hard at Monkey, then Kim hopped up and down.

"Monkey is thinking of something very nice!"

Monkey hopped up and gave Kim a hug. He was thinking of something very nice. He was thinking of his favorite place in the trees. He pretended that he could hear the birds singing and feel the warm sun on his fur.

Monkey had showed everybody a good way to R & R, rest and relax; it was called daydreaming. Laying down and thinking about favorite things and places helps makes the body feel better.

Bakari Bird knew of another way to make the body feel better. It was called deep breathing. Bird pretended that he was a balloon, he took a deep breath and made his stomach fill up with air. Then he let the air out of his stomach by blowing the air out very slowly.

Copee asked his friends to try it. They all took deep breaths and made their stomachs real big. Then they blew the air out very slowly. Tony said,

"Hey! That did help me feel better!"

"Good," said Copee Bear. "That's a good way to get rid of body changes when you have stress!"

Octavia Octopus came by with her wiggly squiggly legs. She told everyone that she had another way to get stress out. She curled up her legs real tight until they felt hard, like iron. Then she relaxed them and made them feel real soft like play-doh. Octavia Octopus smiled and said.

> "That's called T & R or tense and relax.
> You make your muscles real hard and tight,
> then you make them real soft like play-doh."

Copee and his friends tried the T & R, or the tense and relax exercise too. Omar said that it helped him feel better. He wasn't so scared anymore. And Kim wasn't breathing so fast.

Copee and his friends learned three ways to make the body feel better when it felt mad, sad, scared or happy.

One. The R & R or rest and relaxation exercise. They could rest and daydream about their favorite place and things.

Two. The Deep Breathing exercise. They could take deep breaths and fill their stomachs up with air and let the air out slowly.

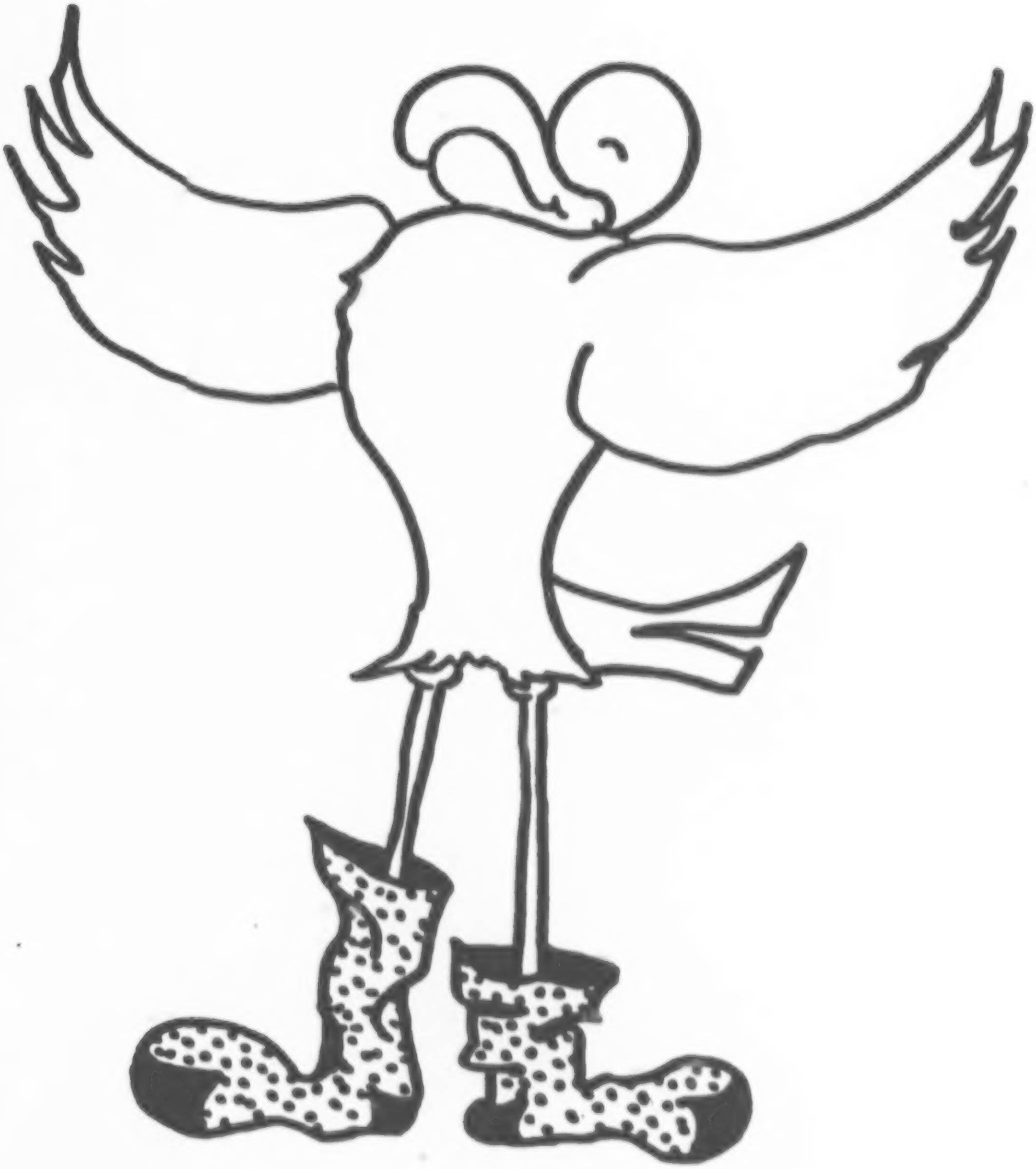
Three. The T & R, or tense and relax exercise. They could make their muscles real tight and hard like iron, then make them real soft like play-doh.

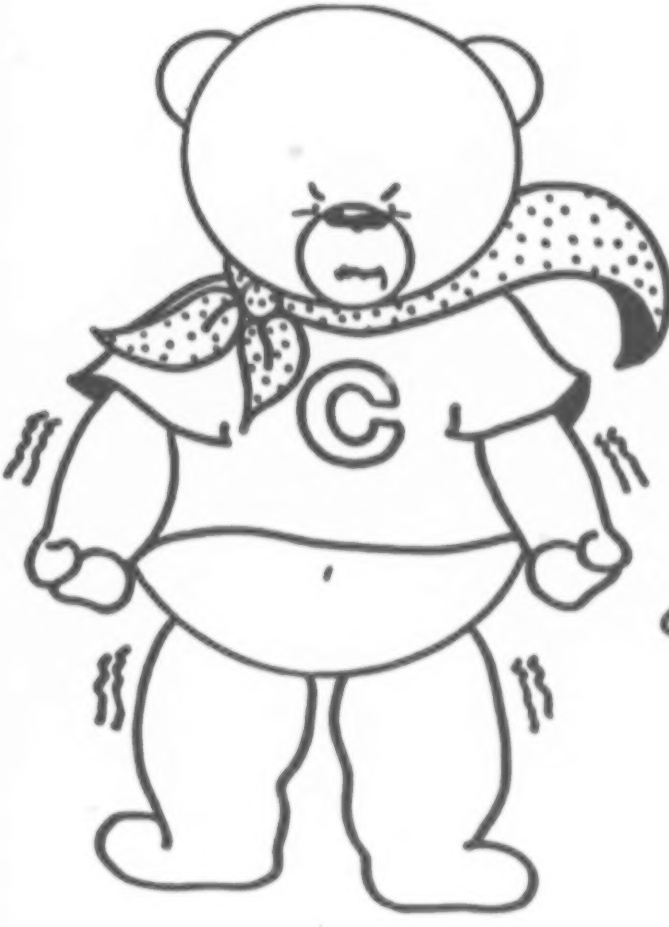
Everybody liked doing the exercises. Copee Bear said,

> "When you're mad, sad, scared or happy, get
> the stress out by doing these exercises, o.k.?"

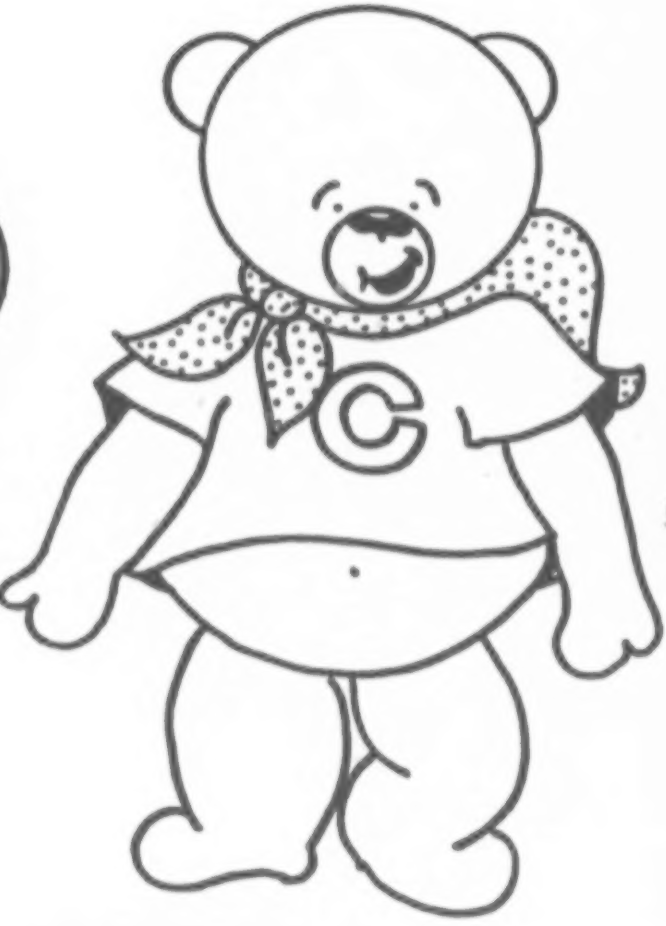
They all decided to do Monkey's favorite, R & R. So they all laid down and put their hands behind their heads and thought of their favorite things. Everyone felt restful, calm and relaxed; and they all smiled.

THE END

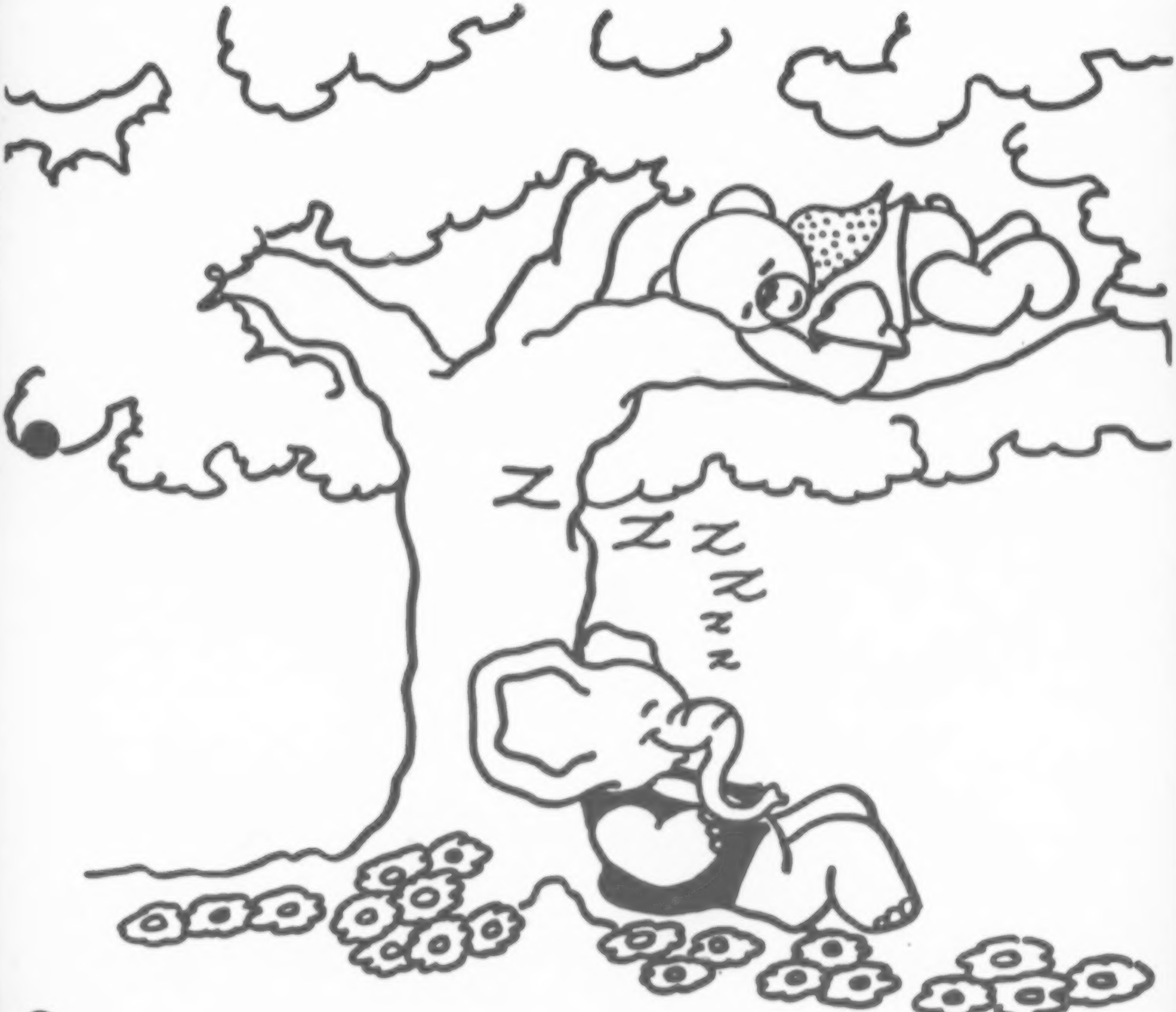




Tense



Relax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TEACHERS' NOTES

LESSON 6

TOPIC: YOGA EXERCISES

GENERAL OBJECTIVE: To understand how exercise helps the body feel better.

BEHAVIORAL OBJECTIVE: Children will be able to demonstrate or imitate Yoga exercises.

SUGGESTED TIME PERIOD: 2 days

MATERIALS NEEDED:

WORKSHEET PICTURES: 6A, 6B, 6C.

POSTER PICTURES: 6A, 6B, 6C.

INSTRUCTIONAL SHEETS FOR YOGA EXERCISES: I.S.-1, I.S.-2, I.S.-3

PUPPET VIDEO LESSON #6: "Fun With Yoga" or

PUPPET VIDEO STORY #6: Pages 71-73

P.S.S.R.P. SONG #6: Yoga Song"

P.S.S.R.P. STORY BOOK: Pages 25-32

P.S.S.R.P. PUPPETS

GREEN COPEE STICKERS

HOME ACTIVITY SHEET: Same as W.P. - 6A, 6B, 6C

EQUIPMENT NEEDED: VCR, Cassette Tape Player

KEY WORDS: Listed under each day's lesson

GLOSSARY: Listed under each day's lesson

PROCEDURE

Day 1

Key Words:

EXERCISE
YOGA
TENSE
EXHALE
POSTURE
MONKEY
DIAPHRAGM
BIRD
ELEPHANT-TRUNK
INHALE

Glossary:

EXERCISE - physical activity to keep fit and healthy
YOGA - a slow moving exercise
POSTURE - the way the body is carried; yoga helps improve posture so that you can walk and stand straight.
DIAPHRAGM - the muscle between the chest and abdomen that controls breathing

A. Introduction

1. Briefly review previous lesson on Deep Breathing and Relaxation.

2. Teacher starts by telling the children that today's lesson is on Yoga exercise.

3. Introduce Yoga P.P. or W.P. - 6A, 6B, 6C. Say "Yoga exercises are fun to do to help get stress out of your body and to make you feel better when you have body changes".

4. Before you start to practice Yoga exercises you must remember these 3 rules:
   a) Go slowly.
   b) Breathe slowly through your nose.
   c) Never stretch yourself so far that it hurts.

5. Teacher, have the children stand up in an area of the room that is quiet and spacious so that each child has his own space without touching another child.

6. Now, follow the "How To Do It" step-by-step directions for the Rooster Yoga exercise, I.S.-1. ("How To Do It" instructions are located on page 68 at the end of this lesson). Remember to follow the rules listed in step 4 of procedure A as you begin this exercise. Repeat the same procedure again.

7. Next, follow the "How To Do It" directions for the Elephant Trunk Yoga exercise, I.S.-2 on page 69. Repeat the rules in step 4 of procedure A as you begin this exercise. Repeat the same procedure again.

8. Follow the "How To Do It" directions of the Monkey Yoga exercise, I.S.-3 on page 70. Remember to repeat the rules for doing Yoga exercises in step 4 of procedure A as you begin the exercise. Repeat the same procedure again.

B. SUGGESTED ACTIVITIES:

1. Puppet Play: Use puppets with children to act out Yoga exercises.

2. Pre-reading: Listening Station: Song #6.

3. Art: Draw pictures of animals in Yoga postures.

4. Science: Have children listen to or feel their heartbeats before and after each exercise.

5. Manipulative: Have children cut out pictures from old magazines of people doing exercises.

6. Dramatic Play: Encourage children to dramatize the Yoga exercises in dramatic play. Teacher may also introduce other yoga exercises to children.

7. Pre-lunch: Sing song #6 - "Fun With Yoga".

8. Post-lunch: Read a story.

DAY 2

A. Introduction

1. Briefly review previous lesson on Yoga exercises.

2. Go over the 3 rules for getting ready to do Yoga exercises with children.
   Have some of the children repeat the rules.

3. Next, have children name the Yoga exercises.
   Then have children do the Yoga exercises.

B. Puppet Video #6
Title: "Fun With Yoga" (9 minutes)
Show Puppet Video #6 and afterwards have a discussion with children using the questions and answers below.
Note: Teachers may have some or all of these questions for discussion, depending on the age group of the children.

Discussion Questions And Answers For Video #6

1. What is Yoga?
   Answer: A slow moving exercise.

2. What are the important rules to remember when getting ready to do Yoga exercises?
   Answer: The 3 important rules to remember when getting ready to do Yoga exercises are:
   a) Don't rush, go slowly.
   b) Breathe through your nose.
   c) Don't stretch yourself so far that it hurts.

3. How does Yoga help your body?
   Answer: Yoga helps your body to calm down.

4. Why is Yoga a good exercise to do for body changes and/or stress?
   Answer: Yoga is a good exercise to do for body changes because it helps get stress out of your body.

5. Name the Yoga exercise that Bakari Bird did?
   Answer: The Rooster.

6. Name the Yoga exercise that Ebun Elephant did?
   Answer: The Elephant Trunk.

7. Name the Yoga exercise that Montesque Monkey did?
   Answer: The Monkey.

C. **SUGGESTED ACTIVITIES**

See Suggested Activities under Day 1

D. REINFORCERS

Upon completion of lesson, give children a green Copee Sticker for their participation in lesson 6.

E. RESOURCE

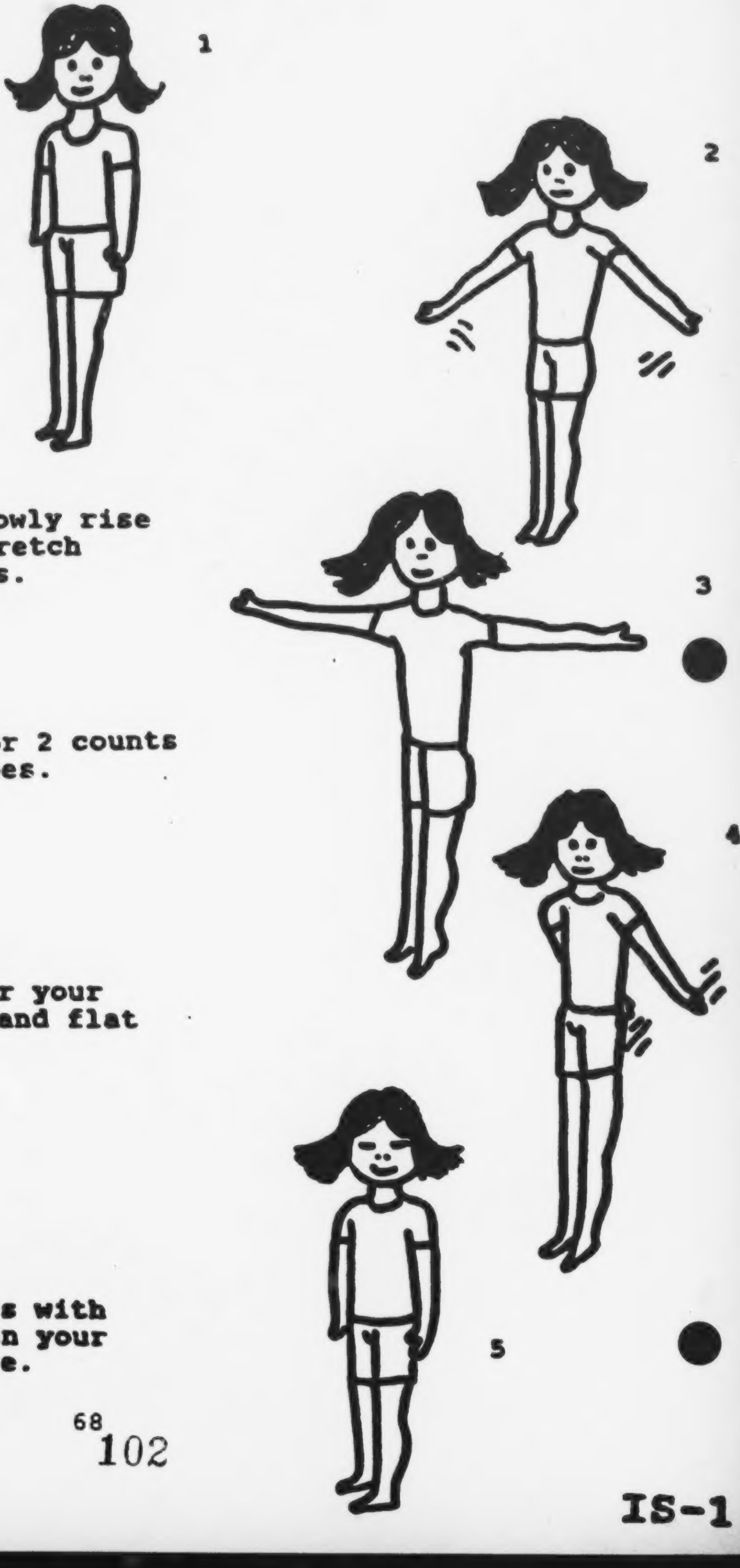
Yoga Is For Me, Susan Neiburg Terkel
Yoga For Your Children, Lyn Marshall

F. HOME ACTIVITY SHEET

Teacher choose one worksheet to be used as home activity sheet for children to take home and color or cut out and discuss with parents.

The Rooster

How to Do It



1. Let's all stand up straight with our arms at our sides.

2. Pull in some air as you slowly rise up on your tip toes and stretch your arms out at your sides.

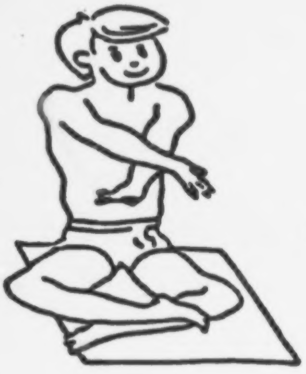
3. Try holding your breath for 2 counts and balance on your tip toes.

4. Blow out the air and lower your arms to your sides and stand flat on the floor.

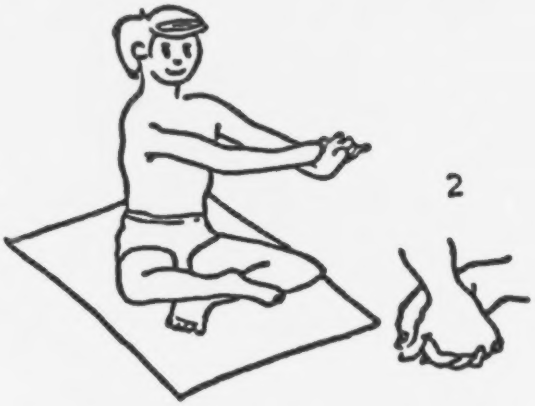
5. Be very still for 2 counts with your eye closed. Now open your eyes. Repeat the exercise.

THE ELEPHANT TRUNK

How to Do It



1



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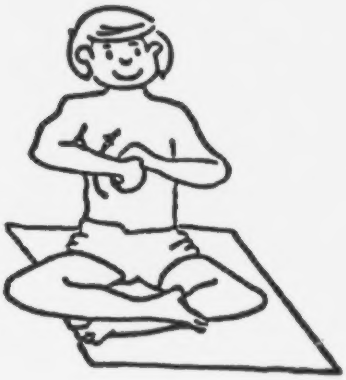


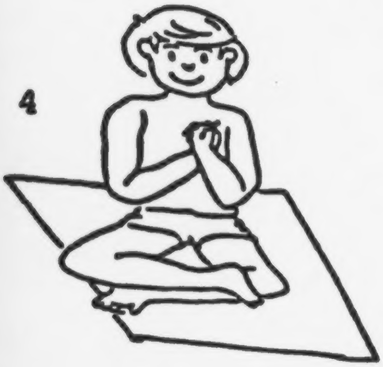
3

1. Sit in Indian style on the floor. Breathe in. Breathe out. Cross one arm over the other arm.

2. Interlock your fingers together.

3. Turn your hands in toward your chest. Now bring your hands upward toward your chin.

4



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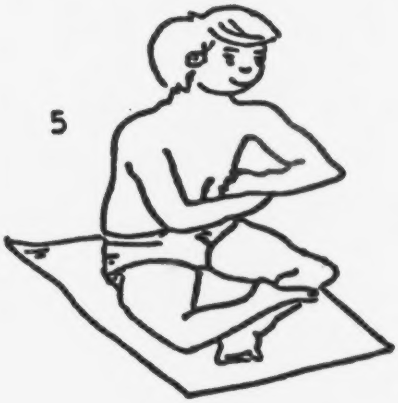

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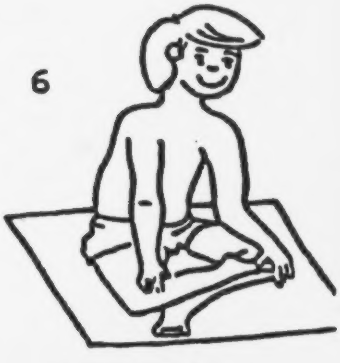


4. Straighten your arms. Hold and count to 5.

5. Turn your hands downward toward your chin. Continue bringing hands down to your chest.

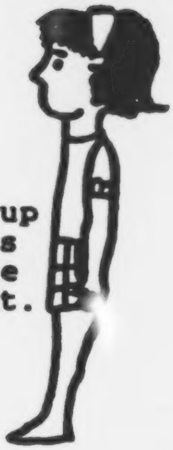
6. Release your hands. Rest your hands on your knees. Relax. Breathe in and breathe out.

7. Cross hands in opposite directions. Repeat the exercise.

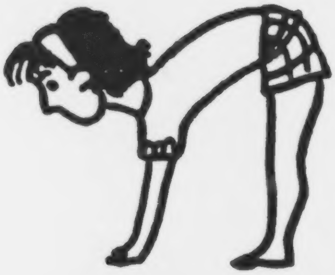
The Monkey

How to Do It

1

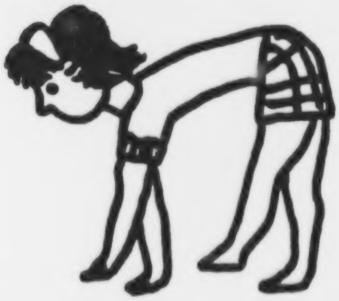


1. Boys and Girls, stand up straight with your arms at your sides. Breathe in. Hold. Breathe out.



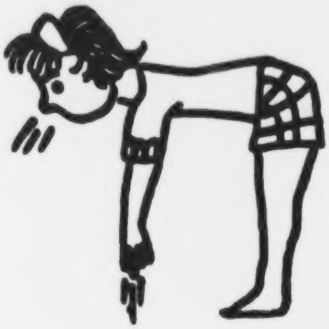
2. Keep your legs straight and bend over. Touch the floor, putting your hands flat on the floor if possible.

3



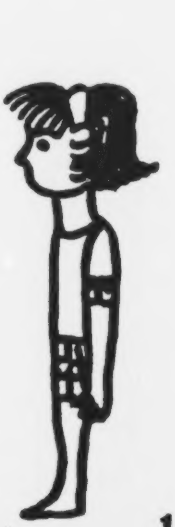
3. Now, look straight ahead. Walk around the room, then back to where you started.

4



4. Keep your legs straight. Come up slowly to standing position. Breathe in. Hold. Breathe out.

5



5. Stand straight. Relax and rest. Repeat the exercise one more time.

SONG #6

"YOGA" SONG"

WE'RE GOING TO DO SOME YOGA
WE'LL START WITH THE ROOSTER
STAND UP FOR THIS ONE
- READY -

LIFT YOUR ARMS AS YOU RAISE UP ON YOUR TOES
NOW HOLD IT THERE, THEN BREATHE OUT THROUGH YOUR NOSE

(HOLD IT THERE)

NOW COME BACK DOWN, BRING YOUR ARMS TO YOUR SIDE
REST FOR A MOMENT AND CLOSE YOUR EYES

NOW OPEN YOUR EYES
GOOD - THAT WAS CALLED THE ROOSTER

NOW LET'S TRY THE ELEPHANT TRUNK
YOU'LL HAVE TO SIT DOWN FOR THIS ONE
SIT IN THE INDIAN STYLE
- READY -

NOW CROSS YOUR ARMS STRAIGHT IN FRONT OF YOU
AND CLASP YOUR HANDS
THEN HERE'S WHAT YOU DO
TURN YOUR HANDS TO YOUR CHEST AND TOWARDS YOUR CHIN
HOLD IT THERE AND COUNT TO TEN
1 2 3 4 5 6 7 8 9 10

NOW BEND YOUR ELBOWS BACK IN
AND LET GO OF YOUR HANDS AND RELAX - GOOD
THAT'S CALLED THE ELEPHANT TRUNK

NOW, LET'S TRY THE MONKEY
YOU'LL HAVE TO STAND UP AND KEEP YOUR LEGS STRAIGHT
FOR THIS ONE
- READY -

BEND OVER AND PUT YOUR HANDS ON THE GROUND
NOW, JUST LIKE A MONKEY, WALK ALL AROUND

NOW EVERYBODY STOP AND SLOWLY STAND UP STRAIGHT
THEN TAKE A DEEP BREATH, RELAX AND FEEL GREAT

THAT'S THE MONKEY
NOW, DO THIS YOGA ANYTIME YOU FEEL STRESS, O.K.?

STORY FROM PUPPET VIDEO #6: EXERCISE IS BEST FOR STRESS

Tony, Aisha, Omar and Kim were on the playground exercising with Montague Monkey, Bakari Bird and Ebun Elephant. Everyone had just finished the jumping jacks exercise.

> "That was great! I know of some other exercises we can do to help us feel better when our bodies feel stress." said Monkey.

Monkey asked if anyone remembered what stress was. Aisha raised her hand and said.

> "Stress. S-t-r-e-s-s. That means when our feelings change our bodies change. That's called stress."

Wow! Aisha remembered what stress was. Everyone was proud of her.

Bakari Bird told everyone that exercise helps you to feel better when you are mad, sad, scared or happy.

> "That's right." said Monkey.

Ebun Elephant told the boys and girls that there was a special kind of exercise that he and Bird and Monkey wanted to show them. It was called Yoga. None of the boys and girls knew what Yoga was. Bakari Bird explained it.

> "Yoga is a way to exercise. The exercises show you how to move like insects, animals and birds or make shapes like bridges, wheels and trees. These are slow moving exercises."

The boys and girls thought that yoga sounded like a lot of fun. Ebun Elephant said that yoga was a lot of fun. And it helped get stress out of your body.

Tony thought that he would really like to learn yoga. Then he could do it in the morning before class.

Kim liked the idea, because she could do yoga before her party, then she wouldn't get too tired.

> "How does yoga work?", asked Aisha.

Bakari Bird told them that first they had to remember some important things as they learned yoga.

> "Always take your time; count slowly."

"Don't stretch yourself so that it hurts." said Monkey.

The boys and girls said that they would remember those important things.

Bakari Bird showed them how to do a yoga exercise called the rooster. He stood up straight with his arms at his side. He took a deep breath in through his nose and raised his arms slowly and went on tip toe. Then he counted slowly and lowered his arms as he blew the air out through his mouth. Everybody liked the rooster. They all tried it. It was fun!

Ebun Elephant showed everyone how to do the yoga exercise called the Elephant Trunk. He sat down on a mat and stretched out his trunk in front of him. He told the boys and girls to use their arms for a trunk. The boys and girls stretched out their arms in front of them and twisted their arms together like a trunk. Elephant showed them how to twist their arms in and out. All the while breathing slowly through their nose.

Montague Monkey said.

"My turn, my turn! I'm going to show you the Monkey! My very favorite yoga exercise!"

Monkey stood up straight with his feet flat on the ground, then keeping his legs straight he bent all the way down until he could touch the floor with his hands. He reminded the boys and girls not to stretch until it hurts. Then Monkey stretched his head up and breathing slowly through his nose he straightened up. The boys and girls liked this yoga exercise too.

"Yoga!", said Kim.

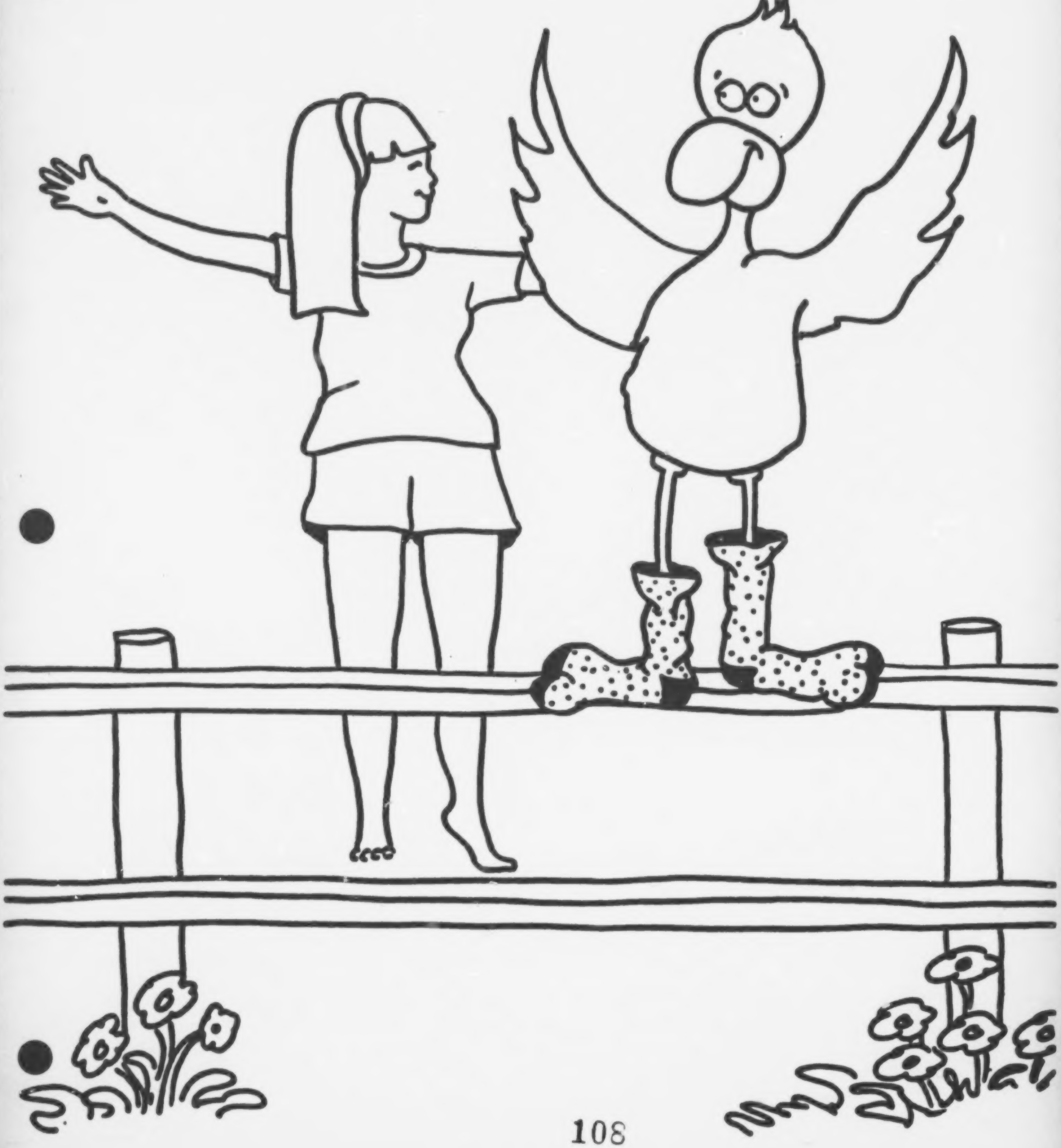
"Yeah, it's cool!", said Omar, "I feel pretty good."

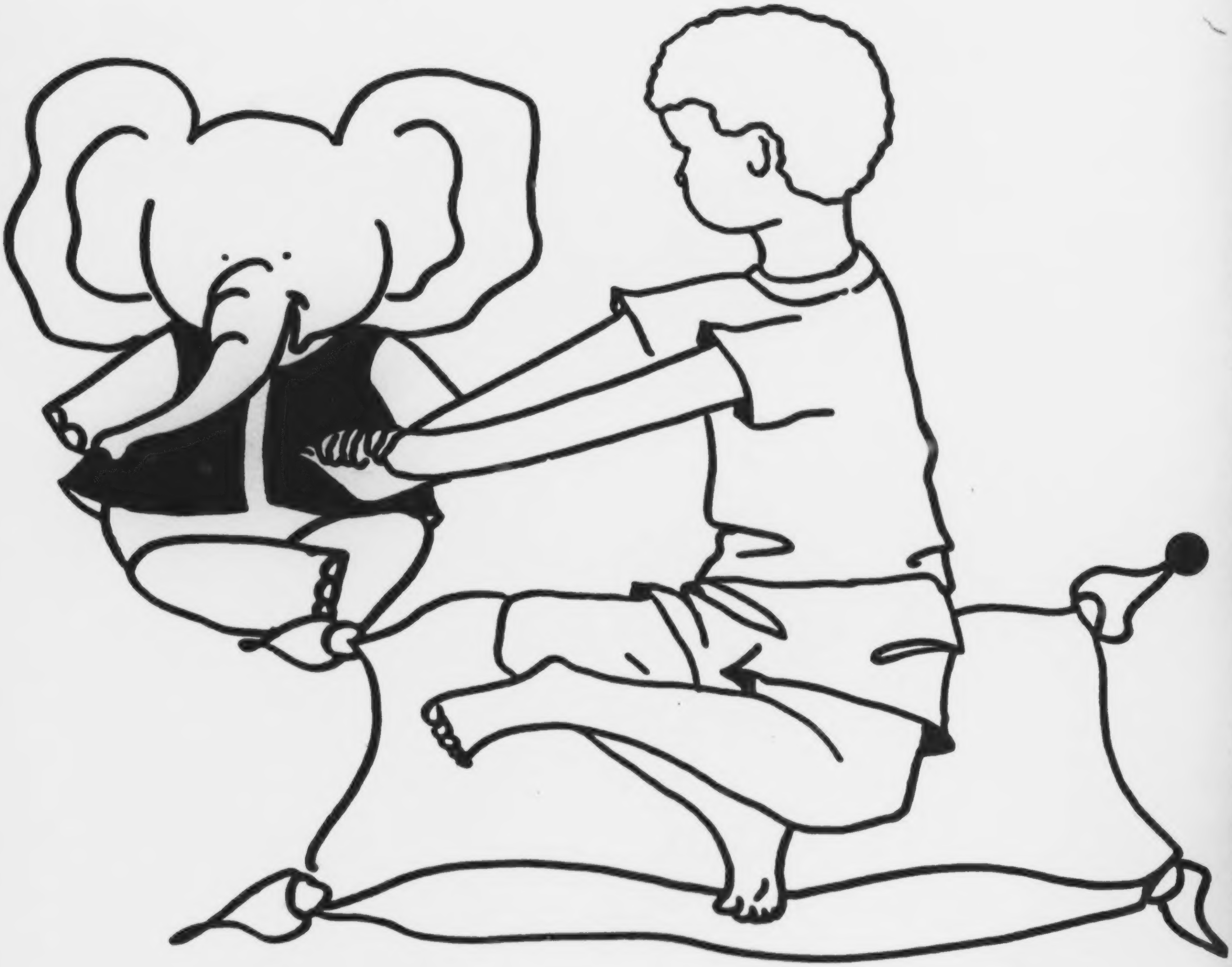
Monkey, Bird and Elephant smiled at Omar. They were happy that the yoga exercises helped Omar feel better. Aisha said that the yoga exercises helped her too. Yoga helped everybody feel better!

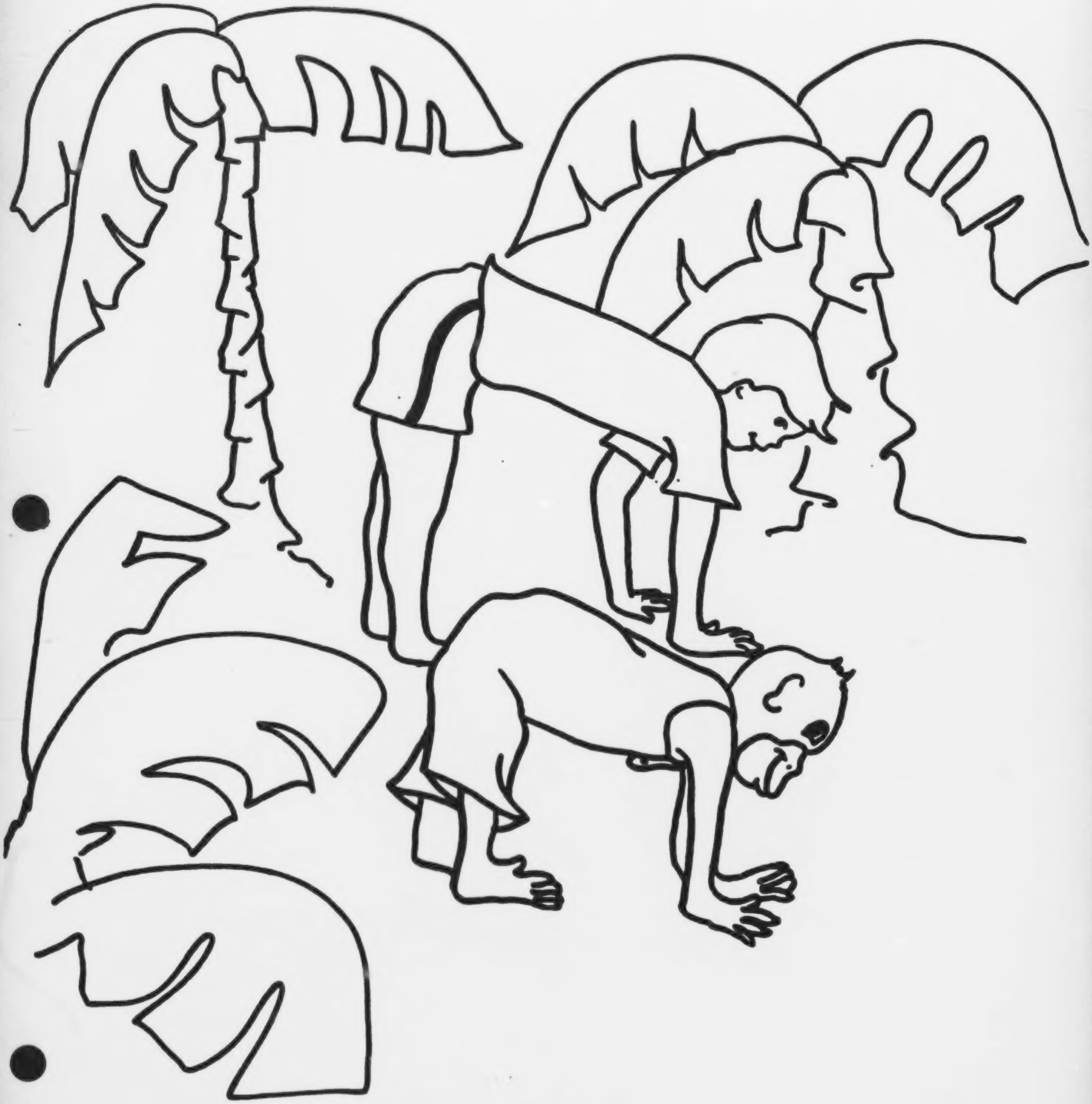
"Remember yoga exercises help you feel better because they help get the stress out of your body!", said Monkey.

Then they all decided to do more yoga exercises. And you know what? Everyone was breathing, smiling and having fun, too!

THE END







TEACHERS' NOTES

SUGGESTIONS FOR DAILY CLASSROOM USE OF TECHNIQUES FROM THE PRE-SCHOOL STRESS RELIEF CURRICULUM

LESSON 1: I AM A GOOD PERSON

Encourage children to say good or positive things about themselves at all times by:

1. Putting up "I AM" statements around the classroom and have children read them with expression as a group or individually.
2. Instructing child who is acting inappropriately to read an "I AM" statement, for example: I AM NICE, I AM KIND or I CAN CONTROL MYSELF.
3. Using "I AM" statements to express praise to your students, for example:
   I AM PROUD OF YOU or I AM HAPPY I HAVE SUCH A NICE CLASS.

LESSON 2: FEELINGS AND YOU

Encourage children to express themselves verbally by using feeling words in a sentence for example, "I feel happy when my mom hugs me or I feel mad when someone hits me."

LESSON 3: BODY CHANGES

Talk about body changes that are happening to children all during the school year, for example, "Nichie doesn't feel well today, her eyes are red and her nose is running. These are body changes that can be called stress too".

LESSON 4: GOOD WAYS TO GET ANGER OUT

Encourage children to practice good ways to get anger out. Set up a small learning center in the classroom where children can go and get out angry feelings. Put the following things in a bag or around the area:

PILLOW
BALL
PLAY-DOH
PLASTIC MIRROR
COBBLER'S BENCH
COLORING BOOK
NEWSPAPER
CRAYONS

On a blue poster board put up pictures of ways to get anger out. See sample of "Anger Center" sheet at the end of lesson 4.

LESSON 5: DEEP BREATHING AND RELAXATION

Have children to practice breathing exercises before, during and after a lesson.
Teacher can plan times to use muscle tension and relaxation exercises before or after lunch, before or after an active or non-active activity or at the beginning or end of the day.

LESSON 6: YOGA EXERCISES

Have children practice different sitting or standing yoga exercises at different times during the time.

TIME: These activities should only take a few minutes to do with your class.

OTHER RESOURCE REFERENCE

1. **Reading Time**

   During story time use examples in the reading books to talk with children about feelings, body changes, stress, anger expression, relaxation and or exercises, for example, "How did Cinderella feel when she couldn't go to the ball? What body change did she have? What made her feel better? Was going to the ball a good or bad stress?

2. **Music Time**

   Use songs from P.S.S.R.P kit all during the year. Play soft or baroque music as background music for children when possible. This helps them to relax.

3. **Color Recognition**

   Use a variety of colors in classroom for different effects. For example:

   Yellow - wisdom, red - energy, pink - love,

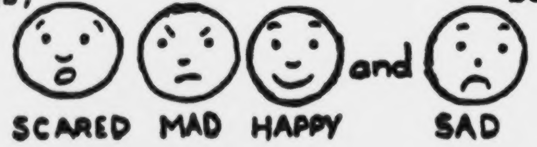
   blue - calm, green - health, etc.

COPEE BEAR SAYS!...

HELLO PARENTS!

During the next 6 weeks your child will be learning about

feelings, body changes and stress.



The lessons will cover:

1) I Am A Good Person
2) Feelings
3) Body Changes
4) Good Ways To Get Anger Out
5) Breathing And Relaxation
6) Yoga Exercises

Your child will bring home a worksheet and stickers from each lesson.

Take some time and let your child share with you what he/she has learned about feelings, body changes, and stress.

Help them color or cut out the worksheet and hang it up.

This creative program was developed by the Pre-School Stress Relief Project and sponsored by the National Council Of Negro Women, Inc. The program includes a workshop for parents on "Family Stress And How To Cope With It".

In the next few weeks you will be receiving more information about this workshop. We look forward to seeing you then.

In the meantime, take some time with your child and let him or her tell you what they are learning about feelings, body changes, and stress.

And parents let us know what you think.
We would like to hear from you too.

Now, remember when you have stress

Take a deep breath!

Thank you.

OUR CHILDREN AND STRESS

BY QUENTIN TED SMITH, M.D.
JENNIE C. TROTTER, M.ED.
MARCH 1988

Few would argue that modern man is beset with multiple stresses (biological, environmental, vocational, familial, etc.). Too often, however, such stresses are discussed as though they only affected adults. The study of stress in children has only recently received the attention and discussion it deserves in the lay and scientific press.

Reasons why stresses in children are often ignored:

1) Denial: Adults sometimes find it difficult to accept that childhood is a time when children may undergo stress and other kinds of problems. As a way of dealing with their discomfort about childhood problems, adults may deny that serious problems exist, or if problems do exist, that they are really not seen as very serious.

2) There is a tendency to view adult stresses as more important than stresses in children. Some adults may tend to see problems that children have as relatively minor and nowhere approaching the magnitude of stress felt by adults. This can be illustrated by the example of a child who comes to his parents with a problem indicating that the child is experiencing stress. The father may respond to the child's problems by saying that if the child really wanted to know what stress is all about, then the father can certainly tell him. The father goes on to tell the child about the father's boss being on his back, bills being behind, the wife being overly demanding about material things, and the children being a nuisance with their unreasonable behavior and demands. The child goes away with the message that stresses encountered by adults are certainly much more important than problems that children encounter. The child may then keep feelings related to stress to himself because he has in comparison to an adult, no right to complain.

3) The unrealistic portrayal of childhood by the media which tends to glamorize childhood and provide happy endings to even very difficult problems may be a factor in terms of why stress in children is often overlooked. This romanticized vision by adults of childhood as a carefree time filled with fun and play and lack of responsibility or serious concerns makes stress in childhood an event that occurs only on rare occasions.

Definition of Stress:

Some would define stress as our reaction to the ups and downs of everyday life. Others might define stress as worry, pressure, tension, etc. Stress is defined as the non specific response of the body to any demand by Dr. Hans Seyle. In other words anything that causes a "change or a reaction" in your body is called stress.

Despite the popular notion that stress is bad stress, if it occurs in the proper amount, stress can be good and contribute to growth and healthy coping skills in children. When a child is given the proper amount of support and has a positive attitude, stress can be perceived as a very productive experience or "good stress." For example, a child preparing for a new school may experience some stress. If the child has a good self image, a positive attitude and receives the necessary support and encouragement from his/her parents, the stress from this adjustment may be very minimal. The stress from this situation can also be considered "good stress" since the child is properly prepared (mentally and emotionally) to handle this stress positively. On the other hand, a child who has a poor self concept, a fearful attitude and hasn't received the proper support from his/her parents might experience "bad stress" from this situation because very little has been done to lessen the anxiety (stress) or to prepare him/her to adequately handle the stress.

Stressors:

Situations and events that cause stress are called stressors. Examples of some common stressors are: 1) The birth of a sibling, 2) the death, separation or divorce of a parent, 3) change of schools, 4) moving to a new neighborhood, 5) physical illness, 6) violence in the home or neighborhood, 7) poverty, 8) discrimination, 9) physical or emotional illness of parent(s), 10) parents addicted to alcohol or drugs, 11) the death of a pet, 12) getting a new teacher in school, etc.

Neutrality of Stress:

Stressors are usually neutral. We make them good or bad by our attitudes, beliefs and/or thoughts. It is very important to encourage and help children develop positive attitudes and thoughts about life in general. As adults, we should be overseers in our children's lives by making sure that they have right combination of stress that is needed to make their lives challenging, productive and pleasant. Involving our children in more positive experiences and allowing them to make decisions and solve problems with our guidance can build their self esteem and improve their decision-making skills. This will help them deal more effectively with life's stressors as they encounter them in the future.

Distress: Distress occurs when stress is acute or chronic and is overwhelming and exceeds the child's capacity to cope appropriately. In general, most children do well under normal stress, but when stress is prolonged and mismanaged, it can prove detrimental to a child's physical and emotional well-being. Depending on the severity, the intensity and the duration, distress can cause serious physical and psychological damage to children. Distress develops when there is no release or outlet to reduce stress in a child's life. For example, a child becomes fearful of a boy at school who has threatened him/her. The child is afraid to tell anyone about the bully. Feelings of anxiety and fear build up in the child. The child has no outlet to release these feelings of stress and after a period of time, physical symptoms may begin to show, such as nailbiting, nightmares, bed-wetting, poor concentration, etc. The child may also develop other somatic symptoms such as headaches, stomach aches, etc., to avoid school. The continuation of this problem could cause more serious effects of distress if proper intervention is not provided.

Some determinants of a child's reaction to stress:

1) The speed of onset of the stress. If stress has an acute onset, that is, an onset that occurs very rapidly, the child may not have a chance to adjust to the stress and as a result, may perceive the stress as overwhelming. Stresses that come on over a long period of time and are more chronic in nature may allow the child to adapt and adjust to the chronic stress.

2) The perception of the stress by a child may have some bearing on the child's reaction to the stress. There are some situations that may be perceived by some children as relatively unimportant and nonstressful, while for other children, the same event may be viewed as stressful or distressing. In other words, the child's perception of the stress will, in part, color his/her reaction to that particular stress.

3) The magnitude of the stress has some bearing on a child's reaction. A child faced with small stresses may be able to cope with them in an adaptive fashion. Stresses that overwhelm the child's capacity to cope in a healthy fashion may have a disabling and destructive effect on the child. The child's innate capacity to deal with stress is another factor in determining the child's reaction. Some children innately will have the biological equipment to deal with relatively large amounts of stress. We are all familiar with the child who grows up in a chaotic environment and yet the child seems to cope and adapt and grow in this unhealthy environment. We are also aware of other children who do not seem to have the biological equipment to handle stress appropriately and respond to relatively low levels of stress in dysfunctional ways.

4) The reaction of the caretakers to a stressful situation may have some bearing on the child's reaction as well. Adults who deal with stressful situations by attempting to be calm and supportive of the child may transmit a feeling of safety and comfort to the child experiencing stress. Those parents who react with anxiety and disorganization may transmit that anxiety and disorganization to the child.

5) The age of the child is another factor in determining the child's ability to cope with stress. Younger children have less cognitive development and so may be overwhelmed by stresses that older children would handle more appropriately. As the child grows older and has more cognitive capacity, the child may be better equipped to deal with stresses that the child had difficulty dealing with at an earlier age.

Signs and Symptoms of Stress:

Physical: Rapid heart beat, stomach aches, nervousness, headaches, nausea, bed-wetting, frequent urination, insomnia, diarrhea, sweaty hands, perspiration, rapid breathing and nightmares.

Mental: Forgetfulness, poor concentration, irrational thinking, drop in school performance, disorientation.

Emotional: Lack of interests, angry outbursts, irritability, fearfulness, depression and crying.

Behavioral: Wanting to be alone, nail biting, fighting, aggressive behavior, withdrawn behavior, increase or decrease in appetite, lack of energy and clinging.

SOLUTIONS FOR STRESSORS IN CHILDREN

- Talk with children about their feelings and concerns.
- Allow a child to have his/her feelings and listen to the child.
- Let the child know that you are afraid or nervous sometimes too.
- Don't overschedule the child.
- Be honest with the child about what is going on.
- Help prepare the child for changes.
- Provide the child with a bit of extra security before potentially stressful situations.
- Teach the child relaxation exercises to use when he feels tense.
- Set aside a special time for you and your child.
- Find the humor in situations and laugh with the child.
- Create a sense of belonging, and companionship for the child.
- Set clear and consistent limits for the child's behavior.
- Love, hug and be direct with the child.
- Help children to use their imagination to think positively.
- Help children express their anger positively.
- Praise children for their accomplishments and efforts. Help them develop a sense of self-worth.
- Make sure children eat a nutritious meal, get plenty of exercise, and have a good night's sleep.
- Examine your own coping skills.
- When a child displays symptoms of stress, evaluate his/her outlets for expression.
- When persistent disturbing behavior continues, consult a professional.

SELECTED BOOKS FOR CHILDREN

CHILDREN'S BOOK LIST

SELF CONCEPT

Simon, Norma. How Do I Feel? A. Whitman. 1970
Simon, Norma. Why Am I Different? A. Whitman. 1976
Simon, Norma. All Kinds Of Families. A. Whitman. 1975
Palmer, Patricia. Liking Myself. Impact Pules Cal. 1977
Giff, Patricia R. Happy And Sad. Putnam Puli Group. 1979
Anderson, Penny. Feeling Frustrated. Children. 1983
Simon, Norma. I Know What I Like. A. Whitman. 1971

EMOTIONS (SAD)

Murphy, Elspeth C. Sometimes I Have To Cry. Cook. 1981
Simon, Norma. The Saddest Time. A. Whitman. 1986
Gross, Alan. Sometimes I Worry. Childrens. 1978

EMOTIONS (SCARED)

Murphy, Elspeth. Sometimes I Get Scared. Cook. 1980
Tester, Sylvia R. Sometimes I'm Afraid. Child's World. 1979
Alexander, Lisa. Scared Of The Dark. Western Pub. 1986
Bond, Felicia. Poinsettia And The Firefighters. Harp J. 1984.
Babbitt, Natalie. The Something. Farrar. 1970
Buckley, Helen E. Michael's Brave. Lothrep. 1971
Showers, Paul. A Book Of Scary Things. Doubleday. 1977
Williams, Gureniera. Timid Timothy. Scott. 1944

EMOTIONAL (MAD)

Watson, Jane W. Sometimes I Get Angry. Crown. 1986
Murphy, Elspeth. Sometimes I Get Mad. Cook. 1981
Hogan, Paula Z. Sometimes I Get So Mad. Raintree Pubs. 1980
Del Bors, William P. The Bear Party. Viking. 1951
Hapgood, Mirando. Martha's Mad Day. Crown. 1977
Preston, Edna N. Temper Tantrum Borek. Viking. 1977
Simon, Norma. I Was So Mad. A. Whitman. 1974.
Zolotow, Charlotte. The Quarreling Book. Harper. 1963

EMOTIONS (HAPPY)

Stanton, E. and Stanton H. Sometimes I Like To Cry. A. Whitman. 1978
Murphy, Elspeth. Sometimes Everything Feels Just Right. Chariot. 1987.
Odon, Ruth. Happiest Day. Standard Pub. 1985
Anderson, Janet S. Happy Birthday Hug. Parker Bros. 1985
Kraus, Robert. Happy City. S & S. 1987
Krauss, Ruth. Happy Day. Harp J. 1949
McKernan, Llewellyn T. Happy Day Book. Standard Pub. 1988
Gambill, Henrietta. Happy Times With The Lollipop Dragon. Standard Pub. 1982
Maynard, Morlee. Happy Times With People. Broadman. 1986

EMOTIONS (OTHER)

Hooker, Ruth. Sara Loves Her Big Brother. A. Whitman. 1987
Watson, Jane W. Sometimes A Family Has To Move. Crown. 1988
Watson, Jane W. Sometimes A Family Has To Split Up. Crown 1988
Hogan, Paula Z. Sometimes I Don't Like School. Raintree Pub. 1980
Murphy, Elspeth. Sometimes I Need To Be Hugged. Cook. 1981
Sharmat, Marjorie N. Sometimes Momma And Papa Fight. Harp J. 1980
Kenny, Kevin and Krull. Sometimes My Mom Drinks Too Much. Raintree Pubs. 1980
Eastman, Patricia. Sometimes Things Change. Children's. 1983
Paris, Susan. Mommy And Daddy Are Fighting. Seal Press Feminist. 1986
Vigna Judith. Mommy and Me By Ourselves Again. A. Whitman 1987
Creighton, Susan. A Hug From The Heart. Parker Bros. 1985

BREATHING/RELAXING

Hvass, Ulrick. How Do I Breathe? Viking. 1986

YOGA

Hari Doss, Baba. A Child's Garden Of Yoga. Sri Rama. 1980

CHILDREN AND STRESS BIBLIOGRAPHY

1. ARENT, RUTH P. STRESS AND YOUR CHILD. A PARENTS' GUIDE TO SYMPTOMS, STRATEGIES AND BENEFITS. ENGLEWOOD CLIFFS, NEW JERSEY, PRENTICE-HALL 1984
2. BRENNER, AVIS. HELPING CHILDREN COPE WITH STRESS. LEXINGTON BOOKS. MASSACHUSETTS 1984
3. CANFIELD, JACK AND WELLS, HAROLD. 100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM. ENGLEWOOD CLIFFS, NEW JERSEY PRENTICE-HALL 1976
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6. EL-SHANY, S. TWENTY-EIGHT WAYS TO VENT YOUR ANGER. A BOOK OF ANGER EXERCISE CRESCENT PUBLICATIONS P.O. BOX 2495, BLOOMINGTON IN 47402
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8. FUGITT, E. HE HITS ME BACK FIRST CALIFORNIA JALMAR PRESS 1983 (MAILING ADDRESS: 45 HITCHING POST DRIVE, BUILDING 24b, ROLLING HILL ESTATES, CA 90274)
9. GROLLMAN, E.A. TALKING ABOUT DEATH: A DIALOGUE BETWEEN PARENT AND CHILD BOSTON BEACON PRESS 1976
10. HENDRICKS, G. AND WELLS, R. THE CENTERING BOOK, AWARENESS ACTIVITIES FOR CHILDREN, PARENTS AND TEACHERS ENGLEWOOD CLIFF, N.J. PRENTICE- HALL 1975
11. HUTH, H. CENTERPLAY: INVISING YOUR CHILD'S ENERGY NEW YORK SIMON & SCHUSTER, INC. 1984
12. LONG, THOMAS AND LYNETTE THE HANDBOOK FOR LATCHKEY CHILDREN AND THEIR PARENTS NEW YORK ARBOR HOUSE 1983
13. LOWENSTEIN, M.S. RELAXATION, IMAGERY AND INNER BODY AWARENESS FOR CHILDREN. CONSCIOUS LIVING FOUNDATION P.O. BOX 9 OR DRAIN, OR 99435
14. LUPIN, M. PEACE, HARMONY, AWARENESS: A RELAXATION PROGRAM FOR CHILDREN AUSTIN, TEXAS: LEARNING CONCEPTS 1977
15. THOMAS, NORMAN. STRESS MANAGEMENT: A FAMILY AFFAIR THOMAS AND ASSOCIATES, INC. PUBLISHERS, 1987
16. SELYE, HANS. THE STRESS OF LIFE McGRAW HILL PAPERBACKS: NEW YORK 1976
17. YOUNGS, BETTE. STRESS IN CHILDREN: HOW TO RECOGNIZE, AVOID AND OVERCOME IT. NEW YORK: ARBOR HOUSE 1985
18. WOLFF, SULA. CHILDREN UNDER STRESS N.Y.: PENG VIN BOOKS 1973

ALBUMS AND TAPES RESOURCES

1. CONSCIOUS LIVING FOUNDATION
P.O. BOX 9
DRAIN, OR 97433

2. ESPECIALLY FOR CHILDREN
INSTITUTE OF HUMAN DEVELOPMENT
P.O. BOX 1616
OJAI, CA 93023

3. EDUCATIONAL RECORD CENTER, INC.
BUILDING 400 / SUITE 400
1575 NORTHSIDE DRIVE, N.W.
ATLANTA, GEORGIA 30318-4298
1-800-438-1637
H & P PALMER'S RECORDS AND CASSETTES

4. DR. DON DINKMEYER, SR., C.M.T.I., INC. 1987
C.M.T.I. PRESS
BOX 8268
CORAL SPRINGS, FL 33075

5. DR. MARY HARRIS, QUIET TIME RELAXATION TAPES
541 COLLIER RIDGE DRIVE, N.W.
ATLANTA, GA 30318

PALMER, HAP...GETTING TO KNOW MYSELF, RECORDS, CASSETTES

6. QR PUBLICATION...KIDDIE QR TAPES AND QR FOR ADOLESCENTS
119 FOREST DRIVE
WIBERSFIELD, CT 06109

7. SOUNDWORKS, INC.
911 NORTH FILLMORE STREET
ARLINGTON, VA 22201
1-800-422-0111

8. SLUMBERLAND BY STEVE BERGMAN
P.O. BOX 4577
CARMEL, CA 93921

9. SUPERLEARNING, INC....MUSIC FOR LEARNING
450 SEVENTH AVENUE
NEW YORK, NY 10123

10. WHOLISTIC STRESS CONTROL INSTITUTE
P.O. BOX 42481
ATLANTA, GA 30311

CHILDREN'S PREVENTION PROGRAMS

1. BABES
A SUBSTANCE ABUSE PREVENTION PROGRAM FOR CHILDREN
17330 NORTHLAND PARK COURT
SOUTHFIELD, MI 48075

2. BEGINNING ALCOHOL AND ADDICTIONS BASIC EDUCATION STUDIES
2110 EAST 1ST STREET, SUITE 120
SANTA ANA, CA 92705

3. GOOD TOUCH/BAD TOUCH
HODAC
P.O. BOX 1004
WARNER ROBINS, GA 31099
(912) 922-4144

4. GROWING UP STRONG (GUS)
THE CENTER FOR CHILD AND FAMILY DEVELOPMENT
UNIVERSITY OF OKLAHOMA
555 CONSTITUTION AVENUE
NORMAN, OK 73037
(405) 325-1711

5. FEELINGS FACTORY
PERRIN & TREGETT
P.O. BOX 190
RUTHERFORD, NJ 07070

6. I'M A WONDERFUL KID
REGIONAL ALCOHOL & DRUG ABUSE RESOURCES, INC.
999 ASYLUM AVENUE, SUITE 508
HARTFORD, CT 06105
(203) 728-1340

7. I'M SO GLAD YOU ASKED
A PRIMARY PREVENTION CURRICULUM ON SUBSTANCE ABUSE
EDUCATION FOR PRE-SCHOOLERS
P.O. BOX 329
AMHERST, MA 01004
(413) 549-3873

8. ME-ME, INC. (ARTIE KEARNEY, Ph.D.)
DRUG PREVENTION EDUCATION PROGRAM
426 WEST COLLEGE AVENUE
APPLETON, WI 54911
(414) 735-0114

9. PAPER PEOPLE
THE KNOPF COMPANY, INC.
1126 SOUTH MAIN STREET
PLYMOUTH, MI 48170
(313) 455-4343

10. PHYSICAL ABUSE AND NEGLECT SUPPLEMENT: K-4
THE COMMITTEE FOR CHILDREN
172 20TH AVENUE
SEATTLE, WA 98122
(206) 322-5050

11. RECIPES FOR CARING
CONSCIOUS LIVING FOUNDATION
P.O. BOX 9
DRAIN, OR 97435

12. STRESS EDUCATION CURRICULUM: TEACHING STUDENTS COPING SKILLS FOR STRESS REDUCTION K-12
WHOLISTIC STRESS CONTROL INSTITUTE
P.O. BOX 848
ATLANTA, GA 30311
(404) 753-4988

13. STRESS MANAGEMENT FOR WOMEN AND THEIR CHILDREN
CHARLESTON COUNTY SUBSTANCE ABUSE COMMISSION
BOX 2635
CHARLESTON, SC 29403

14. WELLNESS FOR CHILDREN
LIFE WORKS, INC.
P.O. BOX 2668
COLUMBIA, MD 21045

Pre-School
Stress Relief Project

TRAINING REQUEST FORM

1. **Teacher Training Outline:**
   - A. Stress Overview: A Wholistic Approach for Adults and Children
   - B. Children and Stress
     - 1. Developmental Stages of Stress in Children
     - 2. Causes of Stress in Children
     - 3. Signs of Stress in Children
     - 4. Distress: Early Warning Signs in Children
     - 5. Identification of Destructive Behavior
     - 6. Referral Resources
   - C. Coping Strategies
     - 1. How to Deal with the Angry Child
     - 2. Developing Positive Self-Concepts in Children
   - D. Curriculum Introduction
     - 1. The Pre-School Stress Relief Project
     - 2. A Mental Health and Substance Abuse Education Program
     - 3. Rationale for Stress Education Curriculum
   - E. Lesson Overview
     - 1. I am a Good Person
     - 2. Feelings and You
     - 3. Body Changes
     - 4. Good Ways to Get Anger Out
     - 5. Breathing and Relaxation
     - 6. Yoga Exercises

2. **Supplemental Educational Materials for Classroom Use:**
   - A. Videos, Posters, Songs, Coloring Books, Puppets and Stickers
   - B. Curriculum Demonstration and Observation
   - C. Assessment and Evaluation

Note: Parent Training Available also. Consists of a combination of content in teachers training in addition to relevant parent issues.

Training Schedule:
How: Training may be scheduled by phone or mail
Who: Contact: Pre-School Stress Relief Project
Post Office Box 42481
Atlanta, Georgia 30311
(404) 344-2021

Contact Jennie Trotter or Gloria Humphrey

Please Complete:
Purchasing Agency ______________________________
Address ______________________________
City ____________ State ____________ Zip Code ________
Phone ____________
Area Code/Number

Requested Training Date(s):
1. ____________
2. ____________

Pre-School Stress Relief Project NATIONAL COUNCIL OF NEGRO WOMEN, INC.
250 Georgia Ave., S.E. ▪ Suite 315 ▪ Atlanta, Ga. 30312 ▪ (404) 524-6269

DESCRIPTION OF EDUCATIONAL MATERIALS

A PRE-SCHOOL CURRICULUM ON STRESS EDUCATION

This curriculum comes complete with an introduction on how to use this material and six instructional lessons on: (1) Self-Concept, (2) Feelings And You, (3) Body Changes, (4) Good Ways To Get Anger Out, (5) Breathing And Relaxation, and (6) Yoga Exercises.
All materials are used to reinforce the concepts taught in each lesson.

EDUCATIONAL PUPPET VIDEOS

These videos are part of the supplemental materials used with the Pre-School Stress Relief Curriculum. The curriculum covers 6 lessons. Each video is a 10 minute musical production of a script on the six lessons in the curriculum. Each lesson is creatively dramatized to capture the attention of the pre-schooler and reinforce each lesson concept.

POSTERS

Posters are a supplemental part of the curriculum. There are 28 large colorful pictures, 16" X 20", which are spiral bound for easy display by the teacher. Posters were adapted from the worksheet pictures which are also placed at the end of each of the six lessons in the curriculum. Five group discussion cards precede the teaching posters to be used to encourage the children to work together as a group.

SONGS

Nine (9) educational songs on "COPING WITH FEELINGS, BODY CHANGES, AND STRESS" have been developed to supplement the P.S.S.R.P. Curriculum Songs are to be used with various lessons. Song titles are: "I AM A GOOD PERSON", FEELINGS ARE OKAY", "HAP-HAP SONG", "YOUR BODY CHANGES WITH STRESS", "GOOD STRESS AND BAD STRESS", "WHEN YOU'RE ANGRY", "TAKE TIME FOR YOURSELF", "YOGA SONG". Available in cassette only.

PUPPETS

Puppets are a supplement to the P.S.S.R.P. Curriculum. This 11 puppet set consists of 5 animal puppets and 6 people puppets. The 5 animals are: Copee Bear, Bakari Bird, Ebun Elephant, Montesque Monkey, and Octavio Octopus. The people puppets are 2 boys, 2 girls, 1 woman, and 1 man.

The people puppets have 2 faces; one side has a happy face and the other side has a sad or scared or mad face. The puppets also come in multi-ethnic sets: Black, Caucasian, Asian, and Hispanic. Teachers may use them to introduce and teach the lessons. Other uses are through puppet plays and story telling and dramatization.

COLORING/STORY BOOK

The story book is a 32 page picture coloring book that is used in the classroom as a workbook to reinforce the children's understanding of each lesson taught in the curriculum. The characters in the storybook are multi-ethnic. They are depicted as Black, Caucasian, Asian, and Hispanic. This makes the book adaptable to several ethnic groups.

COPEE BEAR STICKERS

Colorful round stickers that reflect the pictorial concept of the lesson are given to pre-schoolers at the completion of the lesson as a reinforcer. There are six (6) different Copee Bear Stickers; one for each lesson.

"WHAT IS THIS MESS CALLED STRESS"?

This video is a 45 minute tape which shows how 4 individuals' negative coping styles involves them with substance abuse. The story shows how the same individuals have successfully dealt with their problems through treatment and are learning to positively cope with and handle the stress in their lives. Various experts introduce a wholistic approach to handling stress in one's daily life also. The video is geared towards the low income population but it is adaptable to other populations as well.

"PARENTING AND STRESS"

This is a 30 minute video of five scenarios on common stressful situations and solutions for parents. The five scenarios dramatized specifically speak to Child Abuse, Teenage Parenting, Drug Abuse, Effective Communication and Handling Childhood Illness.

The video was developed for parents of low income populations. It's purpose is to increase parents awareness of understanding and application of stress management skills. After each scenario is dramatized the video is paused for parents to share how they would handle the situation afterwards. Professional guidance is shared with the parent group on how to positively cope with and resolve each family's stressful situation.

For pricing information see order form.

Pre-School
Stress Relief Project

For Training Information, Contact:
Jennie C. Trotter, Project Director
Gloria Humphrey, Assistant Director

Pre-School Stress Relief Education Curriculum Kit
A Mental Health and Substance Abuse Prevevention Manual:
Feelings, Body Changes and Stress

Complete Package ($450, $350, Non-Profit)

Curriculum Kit Includes:

Curriculum Manual	Coloring/Story Book
Puppet Videos (set of 3)	Song Cassette
Posters (1)	Copee Bear Stickers (150)
11 Puppets	

# of Copies	Unit Price	Total

(Mini-Pack) ($300, $200 with puppet videos (non-profit)
$150 without videos
Curriculum Kit Includes:

Curriculum Manual	Coloring/Story Book
Posters	Song Cassette
1 Copee Bear Pupppet	Copee Bear Stickers

Individual Items (Replacement)

Curriculum Manual	$40
3 Puppet Videos	$60
Poster	$75
5 Animal Puppets (set)	$75
6 Human Puppets	$80
*Coloring Book	$ 3
*Song Cassette	$10
Copee Bear Stickers	$12

Adult Videos

Stress Overview: What's This Mess Called Stress	$150, $45 non-profit
Parenting and Stress: Five Problems and Solutions	$150, $45 non-profit

Sub-Total ____________
Add 10% for shipping and handling ____________
Total ____________

(Allow 4-6 weeks for delivery)
Purchasing Agency ______________________ **Tax Exempt #** __________
Total Amount Enclosed **$** ____________ **Check #** ____________
Ship Material To:
Organization ______________________ **%** ______________________
Address ______________________
City ____________ **State** ____________ **Zip Code** ____________ **Phone** ____________
Please Make Check Payable to:

Pre-School Stress Relief Project
Post Office Box 42481
Atlanta, Georgia 30311
(404) 344-2021